

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Centers for International Business Education

CFDA # 84.220A

PR/Award # P220A140016

Grants.gov Tracking#: GRANT11693751

OMB No. , Expiration Date:

Closing Date: Jul 03, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

07/02/2014

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Georgia State University

* b. Employer/Taxpayer Identification Number (EIN/TIN):

586002050

* c. Organizational DUNS:

073425951

d. Address:

* Street1:

30 Courtland Street

Street2:

* City:

Atlanta

County/Parish:

Fulton

* State:

GA: Georgia

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

30303

e. Organizational Unit:

Department Name:

Research Vice President Office

Division Name:

Research & Sponsored Programs

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Dr.

* First Name:

James

Middle Name:

A

* Last Name:

Weyhenmeyer

Suffix:

Title:

Vice President, Research

Organizational Affiliation:

Georgia State University

* Telephone Number:

404-413-3500

Fax Number:

* Email:

gsurfawards@gsu.edu

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.220

CFDA Title:

Centers for International Business Education

* 12. Funding Opportunity Number:

ED-GRANTS-060314-001

* Title:

Office of Postsecondary Education (OPE): Center for International Business Education Program CFDA Number 84.220A

13. Competition Identification Number:

84-220A2014-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

SF424Ques141002629763.pdf

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

An application to continue funding for Georgia State University's Center for International Business, Education, and Research.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="1,338,987.00"/>
* b. Applicant	<input type="text" value="2,672,547.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="4,011,534.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424

14. Areas Affected by Project (Cities, Counties, States, etc.):

Local- Greater Atlanta Area

State- Georgia

Regional- Southeast United States

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
James A Weyhenmeyer	Vice President, Research
APPLICANT ORGANIZATION	DATE SUBMITTED
Georgia State University	07/02/2014

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="N/A"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/> Congressional District, if known: <input type="text"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="Department of Education"/>		7. * Federal Program Name/Description: <input type="text" value="Centers for International Business Education"/> CFDA Number, if applicable: <input type="text" value="84.220"/>
8. Federal Action Number, if known: <input type="text"/>		9. Award Amount, if known: \$ <input type="text"/>
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="James A Weyhenmeyer"/> * Name: Prefix <input type="text" value="Dr."/> * First Name <input type="text" value="James"/> Middle Name <input type="text" value="A"/> * Last Name <input type="text" value="Weyhenmeyer"/> Suffix <input type="text"/> Title: <input type="text" value="Vice President, Research"/> Telephone No.: <input type="text" value="404-413-3500"/> Date: <input type="text" value="07/02/2014"/>		
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PR/Award # P220A140016

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GeneralEducationProvisionsAction2014100262

Add Attachment

Delete Attachment

View Attachment

Georgia State University

General Education Provisions Action (GEPA)

Georgia State University does not discriminate on the basis of race, religion, color, sex, age, handicap, or ethnic origin in hiring or its administration of educational policies, loan and scholarship policies, or any other faculty, staff, or student program. It is the policy of Georgia State University to provide equal opportunity and accommodation for all students and/or employees regardless of their gender, race, national origin, color, age or physical impairment. Every effort will be made to ensure that all individuals participating in the GSU-CIBER activities encounter as little difficulty as possible in gaining access to this program.

Diversity at Georgia State University & the GSU Diversity Passport

As a recent affirmation of Georgia State's non-discriminatory policies, on April 16, 2009 during the President Becker's State of The University Address, President Mark P. Becker stated: "We (Georgia State University) must become the national model for diversity in higher education, where all combinations of gender, race and ethnicity succeed at high rates." The University has a process for implementing non-discrimination -- Diversity Strategic Planning Process -- which sponsors periodic events for faculty, staff, and, students such as Diversity Colloquia, an informal forum sponsored by the Office of Opportunity Development and Diversity Education Planning (ODDEP).

Initiatives like Diversity Passport program for faculty and staff encourage respect and appreciation for similarities and differences in cultures and backgrounds. Each year the GSU Diversity Passport will have a different theme and will be updated with current activities and events. The theme for the university's centennial year 2014 – 2015, is "Exploring Global Connections: Building Community Partnerships." Through this passport program, we become part of a community that is participating in self-guided diversity learning opportunities in order to broaden our ability to be effective citizens of the university and the world.

Non-discriminatory Hiring and Retention Efforts & the GSU Diversity Strategic Plan 2011-2016

Georgia State University (GSU) also has a proactive process for recruiting persons from underrepresented populations to serve as faculty and staff at GSU. Indeed, it has a solid track record of hiring minority staff. High rates of minority staff hires can be attributed to a working environment that is attractive to a wide range of minority populations.

Georgia State University's Diversity Strategic Plan (DSP) represents the blueprint of commitment within the GSU community to be an inclusive environment which embraces many points of view and protects the free exchange of divergent opinions. With broad agreement from President Mark P. Becker and Provost Risa I. Palm, and from faculty, students and staff, we have resolved to "become a national model for diversity in higher education, where all combinations of gender, race, and ethnicity

succeed at high rates.” Georgia State University is a globally engaged research institution located in an international city characterized by diversity. For the purpose of the DSP, the definition of diversity historically used by the University has been broadened beyond those that are federally protected (race, color, religion, national origin, sex, age, veteran status, and disability) to include sexual orientation, gender identity/expression, and socioeconomic class. Diversity encompasses the representation, inclusion and engagement of these populations and protects the free exchange of divergent opinions within the campus community.

Goal 1 – Student Diversity: *The University’s objectives pertaining to student diversity are to provide meaningful educational experiences and interactions among a diverse undergraduate and graduate student body. We seek to support a University environment that values diversity and promotes intercultural growth for students. We will provide targeted programming and training which allows undergraduate and graduate students opportunities to develop intercultural skills and maturity. The current array of diversity-related services and programs will be enhanced as necessary to better serve underrepresented populations.*

Goal 2 – Faculty Diversity: *Our interest in preserving and increasing our numbers of diverse faculty is linked to the intellectual mission of the University to provide the best possible education for all students. Faculty diversity is educationally relevant because it motivates students to incorporate different considerations, sensibilities, and lines of reasoning, which augment their analytical abilities. A diverse faculty supports the research culture of the institution and enhances the University’s relevance to the local and global community. Diverse faculty and administrators contribute different perspectives to the University administration and assist in the recruitment and retention of diverse faculty, strengthen the professional lives of that faculty here through greater opportunities for mentoring, and reinforce student perceptions of diversity. Having faculty members from a wide variety of groups helps ensure that students are exposed to varied perspectives, which will prepare them to succeed in an increasingly diverse workforce.*

Goal 3 – Staff Diversity: *Diversity among staff and administrators at Georgia State University is essential to the operational success of the university, as well as to the achievement of the university’s academic mission. Cultivating a work force of individuals with different backgrounds, perspectives, life experiences and ideologies enhances the university’s ability to meet the needs of and provide services to an increasingly diverse student body. Implementing targeted initiatives to provide opportunities across all levels for advancement, mentoring and professional development to a diverse workforce leads to increased staff retention and productivity. Recruiting, promoting and supporting a critical mass of diverse staff and administrators contributes to the personal and professional lives of everyone at the university.*

Goal 4 – Disability Diversity: *The University has engaged in an ongoing effort to be accessible to those with disabilities. It has created institution-wide policies*

and procedures consistent with federal law pertaining to students and employees with disabilities. These policies and procedures include the Office of Disability Services New Student Services Guidelines, the ADA Employee Accommodation Policy and Procedures, the GSU Accessibility Map, and the Web Accessibility Policy. The ADA Amendments Act of 2008 significantly expanded the definition of “disabled,” and has resulted in a larger number of individuals eligible for services. The University’s objective pertaining to disability diversity is to create an inclusive campus climate for those with disabilities by improving institutional and educational access through the principle of Universal Design, in adherence with Board of Regents policies and both state and federal laws. Universal Design in education seeks to create a campus environment in buildings, curricular materials, and communications that is usable by all members of the institutional community. Universal Design offers a proactive approach that takes into account the full range of possible disabilities that our faculty, students, and staff may present, and will make our University truly accessible for them.

The Diversity Strategic Plan 2011-2016 is a “living document” developed with the specific intent to be reviewed and modified according to the needs of the Georgia State University community. It serves as a structure for developing and sustaining an inclusive climate for our culturally diverse learning community.

GSU also has other resources specifically designed to support its strong commitment to the recruitment of minority faculty. For example, departments that are identified in the annual Affirmative Action Plan as underutilizing minorities, based on labor force availability, are eligible to participate in the Target of Opportunity and Minority Hiring Incentive programs. If a department identifies a highly qualified minority faculty candidate, but no faculty position vacancy exists, the Target of Opportunity program provides a position. The Minority Hiring Incentive program provides salary-matching money up to \$25,000 to a department that hires a minority faculty member into a faculty vacancy. The money can be used as additional support for the minority faculty member.

A large part of enhancing the diversity of the faculty at GSU involves efforts to retain the minority faculty once hired. These efforts include, but are not limited to, faculty mentoring and professional development. GSU has a rich tradition of faculty mentoring and research development. Through University Research Services and Administration (OR Vice President for Research Office) the university offers an array of internal research promotion and support grants for all faculty. Beyond the university-wide research support programs, individual colleges offer awards to faculty and graduate students to promote scholarship and publication.

In addition, the Office for Underrepresented Faculty was established the in December 1999 to further assist university academic programs in recruitment and retention of minority faculty. The purpose of this office is to provide university-wide programs that help improve efforts to attract and retain tenure-track minority faculty. A Senior Faculty Associate for Underrepresented Faculty serves within the Office of the Provost and collaborates with the provost, deans and faculty of the various colleges and schools at GSU to offer the resources and opportunities needed to enhance the cultural

diversity of the tenure-track faculty. In this collaboration, policies and programs are developed and implemented that address the unique social, economic, and structural obstacles to professional advancement within the university for minority faculty. Due to the existence of this office, administrative policies are now available that provide guidance in recruitment of minority faculty that are expected to be uniformly enforced across the university. Moreover, this office offers recruitment workshops, faculty development workshops and grants, and grant-writing workshops that teach best practices for recruiting and retaining minority faculty and that help those faculty develop professionally at GSU.

Another example of how GSU provides resources to enhance the diversity of its faculty is the Mentoring Program for Minority Faculty. This program provides mentoring for junior tenure-track minority faculty to enable them to acclimate to GSU and to their profession more generally. Junior minority faculty who are employed in a majority institution often face cultural and professional obstacles, both direct and indirect, that their majority colleagues do not. Mentoring by a more senior faculty member may contribute significantly to the career development of such junior faculty, and assist GSU in the retention of such faculty. A hospitable social climate for minority faculty has been shown to be perhaps the most important measure for retaining such faculty, and effective mentoring one of the key factors in creating such a climate. In addition, various departments within the six academic units at GSU offer other mentoring opportunities available to faculty in general.

Through these and other efforts, GSU has shown an increase in hiring racial and minority tenure-track faculty over the past four years. The most recent annual report (2012-2013) shows that minorities made up 72 percent of total faculty and staff members on campus. These statistics reflect a continued annual increase in the percentage of minority faculty hires at GSU over the past four years.

Individuals with a Handicap

In an effort to ensure that individuals with physical impairments encounter as little difficulty as possible in gaining physical access to the buildings, offices, and rooms located on campus, the University has instituted a long-range plan to ensure that all buildings have ramps, elevators, and toilets that are accessible to individual with physical impairments. Additionally, all offices, rooms and elevator control panels have numbers listed in Braille. This program of ensuring physical accessibility is being conducted under the "Transition Plan of the Advisory Committee for the Handicapped."

Georgia State University provides the following services for all students with a handicap:

- Special orientation for student and/or employees
- Counseling and testing services
- Wheelchairs for use on campus for the mobility impaired on an emergency basis
- Reserved parking spaces
- Reader services for the visually impaired

- Assistance in securing the services of interpreters for individuals with hearing impairments
- Assistance with registering for classes
- Assistance with securing housing

A more detailed listing of services for students with handicaps is provided in a Faculty Guide to Handicapped Students. All of the programs and organizations at Georgia State University are open for the participation of all individuals enrolled in the University as students and/or employees.

Source: Georgia State University Office of Affirmative Action.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Georgia State University

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: James Middle Name: A
* Last Name: Weyhenmeyer Suffix:
* Title: Vice President, Research

* SIGNATURE: James A Weyhenmeyer

* DATE: 07/02/2014

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

GEORGIA STATE UNIVERSITY CIBER ABSTRACT

Georgia State University is applying for a renewal grant to continue operating a Center for International Business Education and Research (GSU-CIBER), spearheaded by the Robinson College of Business. GSU-CIBER is directed by Dr. S. Tamer Cavusgil (cavusgil@gsu.edu ; Phone: 404-413-7284). Tamer is an experienced international business educator and scholar who founded and managed a leading CIBER -- first at Michigan State University and, for the past four years, at Georgia State University. Georgia State and its corporate partners have committed more than \$1 million in matching funds over the four-year grant cycle, including cash, to supplement the Federal investment, and pledge to continue this level of support.

Directed by an experienced team, and supported by the nation's sixth largest business school, as part of the Southeast's leading urban state university, Georgia State CIBER will implement an ambitious work agenda for the 2014-18 grant cycle. Its prolific agenda is very much facilitated by its partnerships with such world-class companies headquartered in Atlanta as Coca-Cola, CNN, Delta, and UPS.

During the new grant cycle, GSU-CIBER proposes over 60 projects across eight objectives mandated by the authorizing legislation. A sampling of these projects includes: dissemination of teaching materials and new pedagogy for teaching the survey course in International Business; enhancements to the business, languages, and area studies curriculum; Spanish, French, Chinese, and Portuguese-language sections of the core course in international business; and interdisciplinary research projects dedicated to enhancing global competitiveness of U.S. enterprises. In addition, GSU-CIBER will continue to expand interdisciplinary study abroad programs; cultivate international student internship opportunities; and provide support to internationally focused student organizations such as AIESEC.

Competitive Preference Priority 1 – Collaboration with a Professional Association or Business. GSU-CIBER will launch a major new project, *The Export Academy*, in collaboration with *Atlanta Business Chronicle*, *UPS*, and other business partners (Project 5b). This year-long applied training program will prepare 'export-ready' small and medium sized enterprises in the Southeast U.S. It will also create internship opportunities for our students. Participating firms will receive both academic training and practical advice and solutions in this certification program.

Competitive Preference Priority 2 – Collaboration with Minority Serving Institutions. Significantly, GSU-CIBER will assume the leadership of the *Minority Serving Institutions Consortium*, which currently includes 14 CIBERs as mentor institutions and 13 MSI's as beneficiaries. The University of Memphis previously served as the lead institution in this long-running CIBER consortium. In this leadership capacity among all centers of excellence, GSU-CIBER will now host the annual faculty development program, *Globalization Seminars*, in Atlanta (previously held in Memphis). It will also coordinate the *mentoring project* where each MSI is paired with a CIBER to facilitate faculty, curriculum, and student internationalization. (Projects 3b, 6a)

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File

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To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

Delete Optional Project Narrative File

View Optional Project Narrative File

Federal Forms

1. Application for Federal Assistance SF-424
2. Assurances Non-Construction Programs – SF 424B
3. Standard Budget Sheet, Sections A & B - ED 524
4. Supplemental Information for the SF-424
5. ED Abstract Narrative Form
6. 427 GEPA
7. Budget Narrative Attachment Form
8. Project Narrative Attachment Form
9. Other Narrative Attachment Form
10. Disclosure of Lobbying Activities
11. ED 80-0013 Certification

Project Narrative

Project Narrative – Table of Contents

Projective Narrative – Abstract

Project Narrative – Mandated Assurance Forms

1. Meeting The Purpose of the Authorizing Statute

1a. Objectives of the project and the extent to which they further the statutory provisions

2. Significance

2a. National significance of the proposed project

2b. Importance or magnitude of the results or outcomes likely to be attained by the proposed project

3. Quality of The Project Design

3a. Extent to which the proposed activities include a coherent, sustained program of research and development in the field, including, where appropriate, a substantial addition to an ongoing line of inquiry

4. Quality of The Management Plan

- 4a.** Extent to which the management plan is adequate to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestone for accomplishing project tasks

5. Quality of Project Personnel

- 5a.** Extent to which the qualifications, including relevant training and experience, of the project director or principal investigator meet the needs of the project
- 5b. Extent** to which the qualifications, including relevant training and experience, of key project personnel meet the needs of the project
- 5c.** Extent to which Georgia State encourages applications for employment from persons who are members of groups that have traditionally been underrepresented base on race, color, national origin, gender, age, or disability

6. Adequacy of Resources

- 6a.** Extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project
- 6b.** Adequacy of support, including, but not limited to, facilities, equipment, supplies, and other resources from the applicant organization

7. Quality of Project Evaluation

- 7a.** Extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible

Supplemental Materials

1. Project Narrative – Supplemental Materials – 1. Advisory Council

Exhibit 1 – GSU-CIBER Advisory Council
Exhibit 2 – Governor’s Appointment Letter

2. Project Narrative – Supplemental Materials – 2. CIBE Assurance Form and Letters of Support

Governor Nathan Deal
Georgia Congress

Georgia Senate
Georgia Commissioner of Economic Development Christopher Carr
Georgia State University President Mark P. Becker
J. Mack Robinson College of Business Dean H. Fenwick Huss
Fort Valley State University President Ivelaw Lloyd Griffith
Atlanta Business Chronicle Publisher Ed Baker
Designation as a Title III & Title V Institution

3. Project Narrative – Supplemental Materials – 3. Supplemental Charts

Exhibit 3 – Endowed Chairs in the Robinson College of Business
Exhibit 4 – Robinson College of Business, Georgia State University, City of Atlanta, and the State of Georgia in Perspective
Exhibit 9 – Global Partners MBA & Masters of International Business
Exhibit 10 – GSU-CIBER Network of Collaborators
Exhibit 12 – Foreign Language Courses at Georgia State University
Exhibit 13 – GSU Courses with International Content

4. Project Narrative – Supplemental Materials – 4. Significance and Project Design

Exhibit 5 – GSU-CIBER Objectives and Projects 2014-2018
Exhibit 6 – Project Objectives Addressing the Six Proposals of the Statute and the Two Invitational Priorities
Exhibit 7 – Projects Supporting the Purposes and Competitive Preference Priorities of the Program
Exhibit 8 – A Sample of Interdisciplinary Projects
Exhibit 11 – Study Abroad Timeline
Exhibit 14 – Select Exemplary Projects with National Significance
Exhibit 15 – Program Activities and Target Audiences
Exhibit 16 – Project Implementation Plan
Exhibit 17 – Middle Class Phenomenon in Emerging Markets Conference Tactical Plan
Exhibit 26 – Minority-Serving Institution Consortium

5. Project Narrative – Supplemental Materials – 5. Organizational Chart and Management Plan

Exhibit 18 – GSU-CIBER Organizational Chart
Exhibit 19 – Projects, Performance Goals, Targets, and Outcomes

6. Project Narrative – Supplemental Materials – 6. Resumes

Exhibit 20 – Biographies of Key Personnel

7. Project Narrative – Supplemental Materials – 7. Budgets

Exhibit 21 – GSU-CIBER Budget Justification For Proposed Projects And Administration

8. Project Narrative – Supplemental Materials – 8. Evaluation Plan (Chart)

Exhibit 22 – Strategic Focus of Goals and Outcomes

Exhibit 23 – Project-Specific Performance Measure Forms

Exhibit 24 – U.S. Department of Education Measures used by GSU-CIBER

Project Narrative – Human Subject Narrative

Budget Narrative - Budget Narrative - Budget Narrative Supplemental

Exhibit 25 – Detailed Budget for Proposed Projects and Administration

1. MEETING THE PURPOSE OF THE AUTHORIZING STATUTE

1 (a) Objectives of the project and the extent to which they further the statutory provisions.

Georgia State University, a premier urban research university recently ranked 12th most diverse among national universities and located in Atlanta -- a thriving regional hub for business, technology, transportation, and culture -- seeks to continue its national and regional center of excellence in international business (<http://www.gsu.edu>). In serving as a national resource center, Georgia State University Center for International Business Education and Research (GSU-CIBER; <http://ciber.robinson.gsu.edu>) will continue to meet and exceed the requirements of Title VI, Part B of the Higher Education Act of 1965. Georgia State is determined to fully deploy its rich assets of faculty talent, programs and educational offerings, as well as its vast network of regional, national, and international partnerships to serve the stakeholder groups designated by the authorizing legislation.

With approximately 200 faculty, over 8,000 students and 72,000 alumni, the J. Mack Robinson College of Business at Georgia State University is the largest business school in the South and the sixth largest in the United States. A recognized leader in international business education, Robinson College has programs on four continents and students from 160 countries. Overall responsibility for managing the GSU-CIBER lies with the *Institute of International Business* (IIB), an academic unit of the Robinson College (<http://robinson.gsu.edu>). An organizational chart of the IIB is presented in Exhibit 18, highlighting key individuals and relationships.

Since its beginnings in the 1970s, the Institute served as a model international business program. The flagship publication of the Academy of International Business, *Journal of International Business Studies*, was first inaugurated at the Institute in 1970; Professor Ernest Ogram served as its first Editor-in-Chief. Over the years, the Institute awarded dozens of

doctoral degrees in international business and over 1,000 graduate degrees. In 1977, Georgia Governor George Busbee designated the IIB to serve as the state-sponsored organization to help internationalize Georgia's business community and assist higher education institutions in Georgia.

Today, the Institute of International Business (<http://iib.gsu.edu/IIB>), with 16 full-time faculty and three administrative staff members, represents one of the largest talent pools of international business faculty in any U.S. university. The IIB is an academic department with its own budget, faculty appointments, degree programs, and curriculum. The IIB offers such well recognized programs as the *Master of International Business*, the three-continent *Global Partners MBA*, and the Certificate of International Business. The Institute is also one of a handful of similar departments in the U.S. where Spanish-proficient students can enroll in an international business course taught entirely in Spanish. The IIB features an additional center, the *Center for Business Development in Transitional Economies*, as well as administering the U.S. – Latin American Trade Program, each with extensive research and outreach activities. The former is a frequent recipient of contracts and grants from the U.S. Agency for International Development. (Please see Exhibits 4 and 9 for a brief background about Robinson).

The financial crisis of 2008-09 and the ensuing worldwide recession reminds us, once again, that national economies are intricately interconnected. The loss of 6,093,000 jobs in a matter of 13 months, from September 2008 to October 2009, is also a painful reminder of how critical it is for the United States economy to maintain its global competitiveness. In this regard, the spirit of Section 611 and 612 of the authorizing legislation, urging business schools to develop globally-competent business leaders, public policy makers, educators, and students, is even more pertinent today. Business schools can be agents of change by adequately preparing new generations of cosmopolitan and globally-minded students and managers. The GSU-CIBER,

in turn, serves as a catalyst organization mobilizing a resourceful university's human and financial endowments in realizing intended objectives of the authorizing legislation.

Georgia State University, and in particular, the Robinson College of Business, recognizes the critical importance for the United States to sustain its leadership as a globally competitive economy. Through its GSU-CIBER, Georgia State is prepared to continue: (a) serving as a national resource for teaching of business in an international context; (b) providing instruction and training in critical foreign languages and international fields; (c) pursuing research and training to enhance the preparedness of U.S. businesses to compete globally; (d) strengthening knowledge, skills, and preparedness of regional businesses to successfully conduct international business; and (e) assuming the leadership of the CIBER-consortium to assist faculty and students participating in the Minority Serving Institutions (MSI) project. In this new role, GSU-CIBER will be coordinating the work of 13 current CIBERs that have already committed to assist faculty of participating MSIs with innovative international business education and faculty development programs.

While serving a national audience of educators and businesses across the U.S. with many of its initiatives, GSU-CIBER functions also focuses on the six-state Southeastern U.S. region -- Alabama, Georgia, Mississippi, Tennessee, South Carolina, and North Carolina. Representing a combined population of approximately 40 million, this region features critical economic sectors and businesses that have yet to realize their full potential in international business. Combined, these states account for about 10 percent of the U.S. GDP. This region is home to 445 two-year, four-year, and historically black colleges teaching over 150,000 students with business majors. The higher education community in this region has yet to fully grasp the implications of globalization to transform its curriculum, programs of study, and faculty preparedness. GSU-CIBER has already made significant impact on the internationalization of business curriculum

and faculty through its Southeast U.S. Consortium for International Business Education over the past four years.

GSU-CIBER is uniquely qualified to continue serving this important region and further the objectives of the authorizing legislation. It has carefully considered the unique contributions it can make to internationalize business education and business practice. It has also assembled an impressive array of faculty talent, institutional resources, and external linkages. Finally, GSU-CIBER is guided by a highly qualified Advisory Council and administrative team for effective project development and implementation. The Advisory Council was formed early in 2009 and held numerous planning meetings (please see Exhibits 1 and 2).

The chart that follows provides an illustration of the sequence of activities leading to the establishment of GSU-CIBER. By following such a systematic process, GSU-CIBER aims to continue overseeing a strong and high-impact center of excellence, with new initiatives and further development of current projects. GSU-CIBER's portfolio includes 65 specific projects across eight categories mandated by the authorizing legislation.

HOW GSU-CIBER IS ORGANIZED TO FURTHER THE OBJECTIVES OF THE AUTHORIZING LEGISLATION

Charge and Guidance from GSU-CIBER Advisory Council

An exceptional cadre of business and educational leaders has been assembled and has met periodically since 2009 to formulate and evaluate GSU-CIBER's mission, strategic thrusts, and projects. (Exhibit 1)



Articulation of Projects to Address Statutory Objectives

GSU-CIBER has developed 65 projects planned for implementation and continuation during 2014-18. These fall into eight categories ranging from interdisciplinary educational programs, foreign language teaching, competitiveness research, to academic and business outreach. (Exhibit 5)



Delineation of Strategic Thrusts for GSU-CIBER

1. Minority Serving Institution Consortium
2. National Resource for Teaching the *Core Course in International Business*
3. Southeast U.S. Higher Education Consortium for International Business
4. Research and Best Practice for Middle Class Phenomenon in Emerging Markets
5. Resource for Less Commonly Taught Languages
6. Partnerships with Regional Businesses and Bi-National Chambers of Commerce
7. Interdisciplinary Projects Engaging Faculty from Professional Schools and Liberal Arts
8. High-Profile Academic and Business Outreach



Deployment of GSU and External Resources for Implementation

GSU-CIBER assembles talent and resources of the Robinson College of Business, Georgia State University, and its external partners for its 65 proposed projects

PR/Award # P220A140016

Articulation of Outcomes and Processes for Accountability

Delineation of specific project and program outcome measures; proactive monitoring

Exhibit 5, a key supplement to this application narrative, provides a summary of each proposed project, a project code (ranging from 1a to 8d), and an implementation timeline. These projects represent a prolific, far-reaching, and high-impact agenda to be pursued by GSU-CIBER during 2014-18. They are designed to respond to the most pressing needs of multiple stakeholders served by the Center. In addition, they are considered most relevant and acute needs given the central location of Georgia State University in a six-state Southeastern U.S. region, including the thriving hub of Atlanta metropolitan area. Finally, these projects are very much congruent with the strengths and assets Georgia State University and its external partners bring to this project.

With its 2014-18 work agenda, GSU-CIBER is also responding to the two Competitive Preference Priorities identified by the U.S. Department of Education's CIBE Announcement:

Competitive Preference Priority 1 – Collaboration with a Professional Association or Business. GSU-CIBER will launch a major new project, ***The Export Academy***, in collaboration with the *Atlanta Business Chronicle*, UPS, and other business partners (Project 5b). *The Export Academy* is a professional certificate program designed in partnership with the business community, and to be launched jointly. It brings together the best of what the academic and business communities can offer – systematic knowledge of successful exporting with practical advice and assistance. The primary objective of this innovative, year-long applied training program is to prepare 'export-ready' small and medium sized enterprises in the Southeast U.S. *The Export Academy* also provides experiential learning and internship opportunities for business students. Dozens of business executives and their firms will benefit from the longer-term learning, networking, and counseling experiences built into the certificate program.

Competitive Preference Priority 2 – Collaboration with Minority Serving Institutions. With the 2014-18 grant cycle, GSU-CIBER is assuming the leadership of the ***Minority Serving***

Institutions (MSI) Consortium, which includes 13 current CIBERs as mentor institutions and 13 MSI's as beneficiaries (additional MSI participants are expected, once the public announcement is made). The University of Memphis previously served as the lead institution in this long-running CIBER consortium. In this leadership capacity among all centers of excellence, GSU-CIBER will now host the annual faculty development program, ***Globalization Seminars***, in Atlanta (previously held in Memphis for 23 years). It will also coordinate the mentoring project where each MSI is paired with a CIBER to facilitate faculty, curriculum, and student internationalization. (Projects 3b, 6a)

GSU-CIBER is well poised to serve as the lead CIBER for the MSI Consortium as we have had great success in building and coordinating a regional consortium of 2- and 4-year colleges – *The Southeast U.S. Higher Education Consortium for International Business* (please see Project 3a.) Over the past four years, we have served this network of 40+ colleges in Georgia and six adjacent states. The network includes about a dozen HBCUs. Outreach to the network included faculty development, student case competitions, including students of HBCUs in our study abroad programs, and sharing teaching materials. Atlanta-based activities, such as the *Globalization Seminars*, will be easily accessible to all of the network participants because of Atlanta's geographic location and accessibility by air -- Delta Airlines' major hub (please see Exhibit 26).

The discussion below briefly describes the nature of the proposed activities, organized within each of the eight objectives. Please refer to Exhibit 5 while reading the Application Narrative for more detailed description of the 65 proposed projects.

Objective # 1. Interdisciplinary Programs in Business, Foreign Language, International Studies, and Professional Curricula

1a. National Project for Articulating the Core Body of Knowledge for the Introductory course in International Business and Resource Dissemination: Some three decades have passed since U.S. business schools began teaching an introductory international business course in the core undergraduate curriculum. Yet a consensus on precisely what should constitute the core course has not been reached. Exactly what should be taught in a two- or four-year institution, or in semesters of varying lengths, remains to be articulated, also in view of the current global economic shifts. Pedagogical approaches also vary greatly in terms of rigor and consistency. This collaborative project aims to articulate the core body of knowledge for teaching of the first course in international business, with a view to achieve greater consistency. It also aims to develop and widely disseminate pedagogical resources to faculty nationally. These include teaching materials for the Spanish-language section of the introductory course, which has been taught at Georgia State for almost fifteen years, and the newer French, Chinese and Arabic sections. Teaching resources will be disseminated via a dedicated online portal. In collaboration with the AACSB, the project also entails a national survey of business leaders and leading educators to help achieve benchmarks for defining the core body of knowledge.

1b. Undergraduate Curriculum Internationalization and Enrichment: Several enhancements are proposed to the undergraduate business curriculum including: integrating business ethics and global citizenship themes into core courses; developing new options for the *Certificate in International Business*; increasing the number of honors sections of the core course in international business; and refining the international business themed *Freshman Learning Community Course*. This one-credit hour course provides freshmen early exposure to the nature of the global economy and internationalization of firms.

1c. Business Language Curriculum Enrichment: Georgia State University is one of a handful of schools in the United States that teaches an all-Spanish language section of the core

course in international business, enrolling about 25 students every semester. Contemporary pedagogical materials for teaching international business in Spanish are limited. Accordingly, this project involves developing new Spanish-language international business content for use in this section. New initiatives for 2014-2018 include French, Chinese and Arabic sections in the core course in international business, and enhancing the content and teaching resources for the *Spanish for International Business*, *German for International Business*, *Italian for International Business*, and *French for International Business*.

1d. Graduate Curriculum Internationalization and Enrichment: An innovative course, *Commercial Diplomacy*, already taught for *Global Partners MBA* students, will now be available to all MBA and MIB students. This course addresses the central question of how companies relate to a broader environment that includes political/legal/economic risk assessment, business and government relations, and relations with nongovernmental organizations and the larger civil society. It is taught by Dr. David Bruce who has extensive expertise in both international relations and business. Robinson College's signature offerings, *Master of International Business* (MIB) and *Global Partners MBA*, will be subject to ongoing curriculum review and updating. A new cohort of the MIB degree will be offered – the *Global MIB*—in partnership with Leeds University in the United Kingdom. Students will complete approximately half of their program at each university. *Global Partners MBA*, now in its ninth year, will be enriched with new curriculum, expanded internship opportunities, and placement activities. Information Technology track of the MIB, and MBA concentration in International Entrepreneurship will also be revised and expanded.

1e. New Doctoral Courses in International Business: Over the past four years, GSU-CIBER successfully developed a new Specialization in International Business for all doctoral students in business. Over 100 doctoral students in the RCB now have the opportunity to earn a minor in International Business by studying three seminars. These are: *International Business*

Theory: The Origins and Future of International Business Research; Cross Cultural Frameworks; and Inter-firm Relationships in International Business. Over the 2014-18 grant cycle, we will be expanding this portfolio of three courses to include additional seminars. This specialization should go a long way towards equipping future business faculty with an adequate proficiency in international business.

1f. Executive Doctorate in Business: Through this unique offering, RCB responds to a need articulated by experienced managers interested in a specialized course of study that incorporates global competency dimensions. Designed for senior business executives, this new offering aims to advance the development and practice of effective organizational leadership. GSU-CIBER successfully added a new course, *Doing Business in Emerging Markets*, to the curriculum during the past grant cycle. We intend to enrich this degree program with additional interdisciplinary, globally oriented perspectives not available in traditional advanced degree programs.

1g. Interdisciplinary Study Abroad Courses: A series of continued initiatives are planned to support and expand the portfolio of more than 12 interdisciplinary RCB study abroad programs, both semester-long and summer. The appointment of a college-wide Study Abroad Director, Ms. Paula Huntley, made a big difference in stepping up student participation. A special effort will be made to expand the *Study Abroad with Peers* program, much like the innovative CIBER-supported *Global Business and Media* course to Turkey and Hungary. Finally, GSU-CIBER will continue its substantial efforts to secure additional donations from the corporate community and alumni in order to offer a larger number of study abroad scholarships.

1h. Develop International Internships for Students: Within RCB's signature international degree programs, the Master of International Business students are strongly encouraged, and the *Global Partners MBA*, are required to complete international internships. With increasing enrollment, there is a need to cultivate a larger number of internship opportunities for these students.

In addition to tapping the corporate community in Atlanta, we will be expanding our relationships with over 40 Atlanta-based bi-national chambers of commerce for internships. In addition, the *Volunteer International Corp* will be a new initiative for Fall 2014. This project will match undergraduate students with Atlanta-based international firms for six-month long consulting projects. Under the guidance of faculty and a corporate mentor, students will complete specific projects and receive course credit.

1i. Co-Curricular Activities to Enrich Student Experiences: Several innovative initiatives will be continued and are planned. The annual, two-day *Southeast Consortium Case Challenge Competition* provides an opportunity for students of our Consortium members to gain insights into business issues and develop teaming and presentation skills. The *International Teaching Assistant Orientation Program* responds to a growing need to better prepare international graduate assistants who are assigned teaching responsibilities. This University-wide initiative will equip international teaching assistants with the necessary knowledge and training to perform well in their new environment. GSU-CIBER also will facilitate the planning and continuation of the *Annual Student Business Plan Competition for New International Ventures*. This business plan competition enables students sharpen their problem solving and entrepreneurial skills.

Two student organizations will continue to be supported by GSU-CIBER. These are: The *International Business Alliance (IBA)* -- a student-run organization founded in 1992 as a vehicle to create long-term relationships with business executives. The IBA draws on the wealth of cultural diversity and experience available in the Atlanta business community. IBA forums serve as a vehicle to interact and build relationships with internationally active businesses. Periodic activities include the *Mentor Program*, *Speakers Forum*, company visits, and special events. In addition, the Georgia State chapter of *AIESEC*, now in its fourth year of establishment, will enable AIESEC student teams

to network with the business community in order to cultivate internship opportunities for reciprocal exchange relationships with AIESEC chapters worldwide.

Objective # 2. Interdisciplinary Programs for Foreign Language and International Studies Faculty and Advanced Students

Projects 2a through 2g speak to the commitment of Georgia State University to languages for business professionals and less commonly taught languages. Indeed, GSU is one of a handful of universities in the Southeast that offer a large number of critical languages that include Arabic, Mandarin, Portuguese, Korean, Japanese, Hebrew (Modern), and Turkish. In all, nine languages deemed critical by the U.S. Department of Education, are taught regularly at GSU.

2a. Resource Center for Less Commonly Taught Languages: This project aims to substantially expand the number and depth of offerings in less commonly taught languages (LCTLs). Specific objectives include: (a) enhancing professional development opportunities for LCTL instructors; (b) developing and disseminating pedagogical materials, including a dedicated online portal; (c) facilitating collaboration among geographic area and language specialists about LCTLs; and (d) enabling partner school students to enroll in LCTLs offered by Georgia State. CIBER will partner with the new LRC, *uCentral*, to facilitate teaching resources and faculty development, as well as dissemination of pedagogical materials for instructors. Specifically, we will support initiatives to emphasize global languages to high school students in the Southeast U.S. region.

2b. Expansion of Intermediate and Advanced Sections for Select LCTLs: Currently, advanced section offerings are available for Arabic, Hebrew, Mandarin, and Turkish. This project will expand advanced section offerings of LCTLs to include: Japanese, Korean, Portuguese, and Russian. These additional sections are made possible by recruiting new instructors – a significant commitment by Georgia State.

2c. Language Learning Technologies for LCTLs: Georgia State language faculty has been implementing cutting-edge pedagogical tools in teaching Spanish. Extensive use is being made of *U-Learn*, *Quia*, computer-assisted instruction programs, and other online components. These innovative tools will greatly aid teaching of LCTLs. Language faculty will adopt these innovations and tools for teaching LCTLs, based on the experience gained with teaching Spanish. Faculty experienced in these instructional technologies will train LCTL instructors.

2d. Supplementing LCTLs with Study Abroad and Work Abroad Components: Opportunities for study abroad in China, Korea, Japan, South Africa, and Turkey are already in place. However, these are semester or year-long programs that tend to attract fewer students because of the time and expense involved. Georgia State will supplement the existing semester-long opportunities with shorter-term study tours. With the support of CIBER, and eligible students were recently sent for summer session study at Gazi University in Turkey. Summer programs typically have 15-20 participants which, in turn, would help increase enrollments in LCTLs. A well-tested model is one that allows students to take the equivalent of 2001 and 2002 in the target language overseas, upon completion of the first year modules on campus.

2e. Business Arabic Program: Georgia State is one of the few U.S. universities where Arabic is taught at the elementary, intermediate, and advanced levels. Administered by the *Middle East Institute*, Arabic language enrollments have also increased in recent years. In response, GSU-CIBER will enrich Arabic studies by offering a *Business Arabic* course on a regular basis, utilizing the two Arabic-speaking faculty already on staff. This offering will respond to the needs of an increasing number of business students enrolled in Arabic courses. In particular, students enrolled in Five-Year Joint Degree programs will benefit. A prime example is the *Master of International Business* (MIB) and *Master of International Affairs* (M.A.) Program, offered in collaboration with the Department of Political Science.

2f. Enriching Arabic Language Programs. In addition to offering courses in *Business Arabic*, Georgia State will further enrich Arabic studies. First, new study abroad opportunities will be sought for students of Arabic. Cairo University and Alexandria University in Egypt are already Georgia State partners. Other Arabic speaking countries, including Tunisia will be considered. Second, a joint *Master of International Business* and a B.S. in Arabic will be launched. A joint degree program in MIB is already offered for those specializing in Spanish, French, and German. The five-year programs have been received very favorably by students.

2g. Enriching the Turkish Language Program: Georgia State will continue offering 1st and 2nd year Turkish for a growing number of students. Administered by the *Middle East Institute*, this program will be enriched in the following ways: First, a summer intensive Turkish course will be offered to meet student demand to acquire language skills over a concentrated period, and to respond to the recent rise in enrollments. Second, Georgia State will enter into a formal relationship with the *Turkish Learning Research and Application Centre (TÖMER)* of Gazi University (a partner university in Ankara, Turkey) to arrange for advanced learners of Turkish to pursue intensive language and cultural studies there. In addition to already existing short-term study tours to Turkey, semester-long opportunities will be created to allow GSU students acquire language skills through immersion training.

2h. Business Language Conferences: GSU-CIBER will continue to co-sponsor several annual conferences hosted by different CIBERs. Through these workshops, Georgia State and its partner school faculty will acquire content, resources, and pedagogical tools for teaching a foreign language in the context of culture and international business. These workshops offer insights into the relationships among language, culture, and international business. In addition to sponsoring the conference, GSU-CIBER will cover the travel costs for two foreign language faculty members to attend the annual *CIBER Business Language Conference*.

2i. Bachelor of Arts in Interdisciplinary Studies with a Concentration in Middle

East Studies: This degree program provides students with the opportunity to acquire expertise in the interdisciplinary field of Middle East Studies. This major incorporates courses from business, economics, political science, history, geography, and religious studies. We will be strengthening the required language component of the degree to include Arabic, Turkish, Hebrew, or another language appropriate to the Middle East. The MES major prepares students for graduate school or for careers in government, business, the non-profit sector, or the military.

2j. Undergraduate Dual Degree Program in International Economics & Management and Modern Languages, in collaboration with the University of Venice (Italy) and University of Versailles (France): In this program, students not only complete the requirements for economics and business but they also integrate language mastery in Italian and English, with proficiency in French. We will promote this program among business students.

2k. B.A. Degree in European Business Studies and Modern Languages, with concentrations in French, German, Italian, and Spanish: Modeled after the *International Economics & Management and Modern Languages* degree, language faculty proposes to create a new B.A. degree in European Studies and Modern Languages with concentrations in French, German, Italian, or Spanish.

2l. Joint Five-Year International Business and International Studies / Foreign Language Degree Programs: Two interdisciplinary five-year degree programs that have been popular since their introduction will be enhanced and made available to students from a variety of disciplines. These are: *Master of International Business* and *Master of International Affairs* (offered in collaboration with the Department of Political Science) and *Master of International Business and B.S. in French/German/Spanish*.

2m. Faculty and Doctoral Student Development Grant Program: Continuing the program developed and implemented in 2011, grants will be provided to faculty and doctoral candidates on a competitive basis in order to facilitate interdisciplinary research and teaching. Foreign language, international and area studies faculty are also eligible to apply.

2n. Staff Development Grants: Similarly, professional development grants will continue to be awarded to Georgia State staff involved in managing Study Abroad programs.

2o. Orientation Program for First-time Study Abroad Faculty Leaders: This project is in response to repeated requests by faculty who will be leading study abroad groups for the first time. A formal seminar series will be organized to familiarize faculty with the tasks and responsibilities associated with leading study abroad programs. Over the past four years, we held workshops in August 2011, February 2012, and March 2013. Participants learned about organizing effective study abroad experiences, cultivating foreign partnerships, student recruitment, and risk management.

2p. International Centers of Excellence Initiatives: Georgia State is home to more than a dozen interdisciplinary centers or institutes with an international agenda and reach. GSU-CIBER will continue to partner with these centers of excellence to implement projects of mutual interest. **The Americas Program at the Carter Center** sponsors projects to strengthen regional capacities to promote democracy, transform and prevent conflicts, and improve democratic governance. The **Center for Latin American and Latino/a Studies** has several ongoing initiatives. One is a *Lecture Series* on the increasing internationalization of Latin American cultural industries (film, music, television, etc) and its impact on the development of new varieties of Latin American national identities. The **Center for International Media Education** partners with GSU-CIBER to organize such events as the *World Media Forum* and projects such as *Journalism Education in China*, and publications including the *Journal of Middle East Media*.

The more recent **China Research Center** disseminates research findings and insights about contemporary China to enhance greater understanding. The **Center for the Comparative Study of Metropolitan Growth** addresses the challenge of green space preservation and community health in the face of development pressures and build sustainable water infrastructure and coping with population increase and development pressures. The **International Law Enforcement Enterprise and Exchange** partners with GSU-CIBER to intensify its research, training, and outreach activities devoted to terrorism, counterterrorism, homeland security, cyber crime, and best practice development. Similarly, the **Middle East Institute** engages with through additional collaborative community outreach and speaker series projects.

Objective # 3. Collaboration with Educational Institutions, Associations, and Businesses

Projects 3a and 3g in this section, and 1a, 4d, 6a-6h, 7a-7e in other sections, specifically respond to the ***Invitational Priority # 2*** of this year's CIBE competition. GSU-CIBER has a deep commitment to outreach activities directed at the academic community. Georgia State has a long-established relationship with four Historically Black Colleges and Universities (HBCUs) located just a few miles from its downtown Atlanta location. These are: Morehouse College, Morehouse School of Medicine, Clark Atlanta University, and Spelman College. Students from these schools can access courses not available at their own institutions. As a centrally located major research university, Georgia State's reach indeed extends beyond metro Atlanta and includes at least six states in the southeast. In this spirit, several proposed projects respond to the needs of academic institutions in the southeast with respect to faculty development, curriculum internationalization, and educational exchange.

3a. Southeast U.S. Higher Education Consortium for International Business: While international business (IB) courses are now being integrated into the curriculum of many two- and four-year institutions, many faculty members assigned to teach IB have not had formal

education in international business. Often adjunct instructors are called on to teach IB. In addition, these instructors do not have access to pedagogical resources for teaching IB. In its last grant cycle, we launched this consortium which now includes over 40 two-year, four-year, colleges and MSIs in Georgia, Alabama, Florida, Mississippi, Tennessee, North Carolina, and South Carolina. The consortium serves as a clearinghouse for faculty development, teaching material preparation, and resource sharing. Students at Consortium schools participate in our annual case competition and study abroad programs.

3b. Minority Serving Institution Consortium: GSU-CIBER will take over the leadership of the *Global Business Program* led by the Memphis CIBER for the past 23 years. Expanded and enriched, the new MSI program will reach beyond the HBCUs to include the Hispanic Serving Institutions (HSI). Thirteen (13) current CIBERs have already pledged their sponsorship for 2014-2018. Thirteen (13) MSIs have submitted their commitment letters to participate in the Consortium -- by far the most significant collaborative initiative of the CIBER community. In administering and leading this large Consortium, GSU-CIBER will be most responsive to the expressed needs of the MSIs. Continued initiatives will include: annual faculty development program (known as *Globalization Seminars*, now to be held in Atlanta), pedagogy dissemination, foreign study tours for MSI faculty, student case competitions, enrollment of MSI students in CIBER-organized study abroad programs, and sharing of foreign visiting scholars with MSIs. New initiatives will be launched as needed.

3c. Metro Atlanta Chamber of Commerce Partnership: GSU-CIBER will continue to provide technical assistance to the Global Commerce team of the Metro Chamber. Illustrative projects include: GSU-CIBER's U.S. Latin America Trade (USLAT) facilitation project, trade missions to foreign commercial centers, the *GO Global* executive coaching project, and the Canadian Provinces Alliance project.

3d. Training and Advisory Support on Exporting and International Trade through Regional Partners: GSU-CIBER implements joint trade promotion activities with such regional trade promotion organizations as the State of Georgia Department of Economic Development, International Investment and Global Commerce, Metro Atlanta Chamber of Commerce, Hartsfield-Jackson Atlanta International Airport (world's busiest passenger airport), the World Trade Center of Atlanta, *Atlanta Business Chronicle* and *Global Atlanta*. A major new initiative on export development is the *Export Academy* certificate program described in greater detail in Project 5b. This new collaboration directly responds to **Competitive Preference Priority #1** – collaboration with professional associations and business.

3e. Atlanta Consular Corps and Bi-National Chambers of Commerce Alliance for International Business: There are 42 bi-national chambers of commerce in Atlanta, and more than 60 foreign governments maintain their consular and/or trade representation offices here. GSU-CIBER regularly partners with this network in order to implement joint programs designed to facilitate cross-border trade, investment, and educational exchanges. Joint activities include: technical assistance to individual firms, seminars and workshops, research and intern support, and partner identification.

3f. Collaboration with Major Businesses in the Region: Similarly, GSU-CIBER will continue to pursue training, research, outreach, and intern development activities with the regional business community that includes such world-class companies as the Coca-Cola Co., Equifax, AJC International, Kimberly Clark, Lockheed Martin Aero, and UPS.

3g. Collaboration with NGOs, Public and Community Organizations: Joint educational and outreach projects will continue with such locally headquartered nonprofit organizations as CARE, Center for Disease Control, Federal Reserve Bank of Atlanta, and the Carter Center.

3h. GSU-CIBER – Global Atlanta (Agio Press Collaboration): A major news portal, *Global Atlanta* has been a strategic partner for GSU-CIBER. This news organization serves a six-state Southeast region, to inform managers, policy makers, and students on international business issues (content includes *Calendar of International Events*, cultural and country specific information). It also features our research insights such as the *Emerging Market Country Briefings*, and the *Middle Class Scorecard for Emerging Markets*. We will continue to use this effective media organization for disseminating our research reports and also place student interns at *Global Atlanta*.

Objective # 4. Research on International Competitiveness

GSU-CIBER has already established a track record for producing leading edge research on international business – especially with a bias for practical implementation. For example, in rankings of publications in such leading journals as *JIBS*, *IBR*, and *MIR*, Georgia State faculty are among the top 20 most productive schools. IIB faculty also serve on the editorial boards of major journals – for example, Prof. Dan Bello serves as Area Editor for *JIBS*.

4a. Middle Class Scorecard for Emerging Markets:

While scholars have investigated many aspects of rapidly transforming economies over the past three decades, the rise of the middle class in such dynamic markets, and its consequences, has not been explored. Responding to a demand from the business community, GSU-CIBER has developed a quantitative measure of the pace with which various emerging markets are building their middle class households. *Middle Class Scorecard for Emerging Markets* is intended as a managerial tool for understanding the trade-offs among the emerging markets. The *Scorecard* is updated every six months and disseminated to the business community. This study will be expanded in scope over the next grant cycle, to include variations of expenditure patterns of middle class consumers in different countries.

4b. GSU-CIBER Research on *Emerging Market Risk Index (EMRI)*: Developed by GSU-CIBER in 2011, the EMRI is designed as a comprehensive measure of business risk in emerging economies. By incorporating extensive operations and societal data with political and macroeconomic indicators, the EMRI allows for a richer assessment of risk associated with doing business in Emerging markets. It incorporates more than 150 risk elements. These are considered in four broad categories: Governance, Operations, Economics, and Society. New initiatives for the EMRI include wider dissemination of the findings.

4c. Co-Sponsorship of Competitiveness Conferences: Two landmark conference series on global competitiveness with national impact will continue to be organized. These are: *Atlanta Competitive Advantage Conference*, an annual scholarly gathering of academics and business leaders, co-sponsored by the Herman J. Russell Sr. International Center for Entrepreneurship; and the *Americas Competitiveness Forum*, a gathering of practitioners and policy makers from 34 countries in the western hemisphere, co-organized by the U.S. Department of Commerce.

4d. Faculty and Doctoral Student Research Fund: Research grants are to be awarded to faculty on a competitive basis. Many proposals have been received from Georgia State faculty representing such aspects of global competitiveness issues as economic performance, democratic instability, and political risk in Latin America, cultural influence on trust and deception in cross-cultural negotiations, and middle class consumption patterns in emerging markets.

4e. Consortium for International Marketing Research (CIMaR): For two decades, CIMaR has brought together a worldwide network of international marketing scholars for the purpose of collaborative research. Co-founded by Professor Cavusgil, CIMaR members convene once a year to plan joint research. GSU-CIBER will sponsor and host future meetings of this multinational team of researchers. Recent conferences have been held in Atlanta, Taipei, Adelaide, and British Columbia.

Objective # 5. Programs to Develop International Expertise of Business Executives and Other Professionals

5a. Periodic workshops and seminars to disseminate GSU-CIBER *Emerging Market Risk Index (EMRI)* and the *Middle Class Scorecard*: Discussed above in Projects 4a and 4b, this activity involves disseminating these managerial tools EMRI through the web, workshops, and seminars. Target audiences include global company risk managers charged with risk mitigation, public policy makers, and academics. These workshops will also help validate the research methodology.

5b. The Export Academy: This new certificate program directly responds to the *Competitive Preference Priority 1 – Collaboration with a Professional Association*. GSU-CIBER will launch this capacity building program for export professionals. a major new project, *The Export Academy* project has been developed in in collaboration with the *Atlanta Business Chronicle*, *UPS*, and other business partners. It will be launched jointly. Based on previous experiences of Prof, Cavusgil, *The Export Academy* brings together the best of what the academic and business communities can offer – systematic knowledge of successful exporting with practical advice and assistance. The primary objective of this innovative, year-long applied training program is to prepare ‘export-ready’ small and medium sized enterprises in the Southeast U.S. The Export Academy also provides experiential learning and internship opportunities for business students. Dozens of business executives will benefit from the longer-term learning, networking, and counseling experiences built into the certificate program.

5c. Global Business Ethics: This project incorporates joint programming of the educational and outreach offerings of our *Center for Business Ethics and Corporate Responsibility* with practitioner and academic groups.

5d. Global Business Leadership Forum: The IIB's *Center for Global Business Leadership* will continue to develop and offer this educational series to inform business executives about current global management practices, trends, and challenges.

5e. Global Executive Leadership Conference: Also organized by our *Center for Global Business Leadership*, this annual event features CEOs who share their perspectives about contemporary business challenges with the participants.

5f. U.S. - Latin America Trade (USLAT) Project: IIB faculty members are sought out regularly by internationalizing firms from Latin America. This project will provide technical assistance to Latin American firms initiating or expanding trade and investment activities outside the southern hemisphere. The project also provides real-world case studies of firm internationalization to be utilized in the classroom.

5g. Global Public Health Education and Research: GSU-CIBER will partner with the *Institute of Health Administration* to conduct research and education on such global healthcare management issues as: predictive impact of natural disasters (e.g. the earthquake and tsunami in Japan) and infectious disease outbreaks (such as H1N1 and SARS) on business; health informatics (e.g., electronic medical records); medical tourism; and offshoring drug trials.

5h. World Affairs Council of Atlanta: This outreach unit of RCB offers a prolific array of seminars and workshops for the Atlanta business community <http://wacatl.robinson.gsu.edu/>. GSU-CIBER regularly partners with the WACA in offering educational activities. Specifically, the Annual Metro Atlanta WorldQuest Competition is a local competition held annually to enhance metro high school students' international knowledge and to determine the Metro Atlanta WorldQuest high school team that will represent the metro area at the national competition.

5i. Conference on the Expatriate Workforce and the Business Environment in the Gulf: This conference will bring together academics, business leaders, and NGO leaders to

discuss the consequences of the demographic imbalance in the Gulf States for the economic future of the region, and development of business opportunities.

5j. Foreign Scholars and Executives in Residence: GSU-CIBER will maintain an ongoing program designed to host visiting scholars and executives at Georgia State University to collaborate on research and outreach projects. In the past four years, GSU-CIBER has hosted scholars from Brazil, China, South Korea, Turkey, the United Kingdom, Italy, and Spain.

Objective # 6. Academic Outreach

All of the projects described in this section, 6a to 6h, address the *Competitive Preference Priority # 2* of this year's CIBE competition -- academic outreach targeting MSIs.

6a. Minority Serving Institution Consortium: GSU-CIBER will take over the administration of the *Global Business Program* previously led by the Memphis CIBER. Expanded and enriched, the new MSI program will reach beyond the HBCU (Historically Black College or University). This leadership is already highlighted in Project 3b. The Consortium is already substantial, with 13 current CIBERs and 13 MSIs having submitted commitment letters. One of the first activities of the Consortium will be to survey the MSIs so that programming can be responsive to their needs. As the lead center, GSU-CIBER will encourage all CIBERs to avail their respective resources to the students of participating MSIs. For example, GSU-CIBER will open the competition for *Coca-Cola Global Ambassador Study Abroad Scholarships* to the students of participating MSIs.

6b. Southeast U.S. Higher Education Consortium for International Business: We launched this consortium -- a collaborative higher education community composed of over 40 two-year, four-year, and historically black colleges in Georgia, Alabama, Florida, Mississippi, Tennessee, North Carolina, and South Carolina -- in 2010. The consortium serves as a clearinghouse for faculty development, teaching material preparation, and resource sharing.

Students at Consortium schools participate in jointly sponsored study abroad programs. Faculty development programs (teaching and study abroad focus) have since been offered regularly three times a year (please see <http://ciber.robinson.gsu.edu>). These activities will continue.

6c. GSU-CIBER's Landmark Conference on the Middle Class Phenomenon in Emerging Markets: In 2013, GSU-CIBER organized a major international conference to focus on the phenomenon of Emerging Markets middle class households. Significantly, the event was organized as an interdisciplinary forum where scholars from such disciplines as political science, economics, anthropology, and history shared their research findings. This conference together leading educators and administrators, and resulted in a white paper and book featuring select papers presented. The 2nd annual conference will be hosted by Pontifícia Universidade Católica do Rio de Janeiro, September 11-13, 2014 (<http://middleclassconference.robinson.gsu.edu>).

6d. International Business Institute for Community College Faculty: Since 1995, several CIBERs including GSU-CIBER, sponsored the biannual *International Business Institute (IBI) for Community College Faculty*, with the leadership of Michigan State CIBER. To date, this unique has provided over 500 participants – from 44 U.S. states --with knowledge, experiences, and resources to internationalize introductory business courses, and develop specialized international business curriculum. Today, thanks to this collaboration, the percentage of community colleges that offer at least one course in international business has increased from 51 percent in 2008 to now 85 percent.

The entry-level basic IBI will again be offered by Michigan State University in June 2015 and June of 2017. Scholarships will be reserved for faculty from Tribal and Minority Serving community colleges to facilitate their participation in this unique program. The IBI incorporates international business topics in all core business fields; a focus on selected world regions; and

small group sessions on timely topics facilitated by community college faculty. (Additional details are available at: <http://global.broad.msu.edu/ibi>).

6e. Faculty Development Program Collaboration with other CIBERs, Community Colleges, and Professional Associations: GSU-CIBER will partner with other CIBERs to offer select professional development opportunities for faculty.

6f. Travel Grants to faculty from the Southeast U.S. Higher Education Consortium for International Business for Participation in Faculty Development Programs: Competitive awards will be made by GSU-CIBER to enable our Consortium faculty to take advantage of professional development programs offered by GSU-CIBER and other institutions.

6g. Outreach to K-12 and College Faculty on Globalization of Markets and Contemporary International Trade Issues: The well-received Georgia State activity, *Teaching the Middle East* workshops, bring together K-12 teachers and faculty from smaller Georgia schools several times a year in the Atlanta area for one-day workshops. This educational series provide briefings and classroom materials for teachers. Some of these activities and the pedagogical resources are shared with a larger regional and national audience through the GeorgiaONmyLINE <http://www.georgiaonmyline.org> portal.

6h. Webcasts of Major International Business and International Studies Conferences and Seminars. GSU-CIBER will routinely make key national and international conferences accessible to local and regional academic and business audiences through contemporary video conferencing technologies.

Objective # 7. Development and Dissemination of Teaching and Resource Materials in International Business and Languages

GSU-CIBER pursues a prolific portfolio of outreach activities that target institutions of higher education and consortia in the region as well as nationally.

7a. Dissemination of Pedagogical Resources for Teaching the Introductory Course in International Business. Outputs of Projects 1a, 3a, 6a, and 6b will be widely disseminated to the higher education community through a dedicated web portal, an online community and blogs, e-mail, and other channels. In addition, the portal of the University System of Georgia, <http://www.georgiaonline.org>, will be utilized.

7b. Development of online portal to disseminate ongoing findings of GSU-CIBER
Middle Class Scorecard: Findings of Project 4a will be made available on a dedicated web portal for downloading by educators for classroom and research use.

7c. Dissemination of faculty research, pedagogical content, and student projects through the leading knowledge and news portal *Global Atlanta* <http://globalatlanta.com>. This news portal is one of the oldest and widely-used online communities with a regional reach. Through a strategic partnership with *Global Atlanta*, GSU-CIBER places white papers, research reports, event announcements, and resources on the portal for a wide readership.

7d. GSU-CIBER Publications Programs: GSU-CIBER maintains an active publications portfolio targeting academic and business readers. Periodic publications include the following: *Emerging Market Country Briefs*, *Middle Class Scorecard updates*, *Occasional Reports and Commentaries*, and *GSU-CIBER Newsletter*. Some of these resources are also available digitally: <http://ciber.robinson.gsu.edu>.

7e. International Business Media Library: GSU-CIBER acquires as well as produces multimedia teaching materials (videos, Power Point presentations, multimedia teaching resources, etc.). These are made available to faculty and doctoral students for classroom and research use.

Objective # 8. Development of Overseas Linkages

8a. Degree Collaboration with International Partners: GSU-CIBER has been instrumental in facilitating value-added partnerships with prestigious business schools abroad. Collaborations with COPPEAD (Rio de Janeiro), Sorbonne and Dauphine (Paris), and the Caucasus Business School (Tbilisi), will continue. New relationships in key countries include: Leeds University Business School (U.K., dual degree MIB), Solbridge Business School (South Korea; 4+MIB collaboration), Gazi University (Turkey, 2+2 collaboration), and with Southwest Jiaotong University (China, 3+1 collaboration).

8b. Technical Assistance to Overseas Institutions: Similarly, IIB faculty have engaged in selective international outreach projects and have been instrumental in institution-building projects in Africa and the Caucasus region. GSU-CIBER supports those initiatives to the extent they provide professional development opportunities for Georgia State faculty or our consortia.

8c. Emerging Market Country Task Forces: As part of its work agenda, GSU-CIBER has been instrumental in implementing Georgia State's Strategic Plan. Prof. Cavusgil has served on the small team that produced the GSU strategic plan. Several IIB faculty serve strategic task forces (Brazil, China, Korea, South Africa, and Turkey). GSU-CIBER facilitates: faculty and student exchanges, study abroad programs, research collaborations, executive training initiatives, government and private sectors networks, and dual degree programs.

8d. Development of Overseas Linkages with Foreign Universities: GSU-CIBER will continue to enhance the Robinson College's already substantial portfolio of overseas academic linkages. These linkages allow faculty to pursue research collaboration and students to take advantage of study abroad and work abroad opportunities.

Collectively, these 65 projects represent need-based and high-impact activities deemed critically important by the GSU-CIBER Advisory Council, faculty, and partners.

2. SIGNIFICANCE

2 (a) National significance of the proposed project.

More than two decades after the passage of the *Omnibus Trade and Competitiveness Act of 1988*, many individual business and industry sectors in the U.S. remain vulnerable to global competition. In particular, the U.S. manufacturing industry has experienced substantial challenges from the effects of offshoring activity. Many challenges remain for international business education leaders.

First, business schools still need to make further progress to fully internationalize the core business curriculum and provide students with adequate language and international studies training. For example, the core body of knowledge in international business remains to be fully articulated. We do not yet have consensus on the exact curriculum that should be followed in international business courses. Access to a clearinghouse of pedagogical resources is not yet widely available.

Second, a great majority of the faculty in two-year, four-year, and minority serving colleges lack proper training in international business. Unfortunately, many business schools still rely on inadequately trained adjuncts or business practitioners to teach international business. Business faculty members especially in the smaller, rural institutions have not yet had the opportunity to acquire international competence. The need is greatest in such states as Mississippi and Alabama where resource limitations have prevented higher education leaders from investing in faculty development.

Third, while the *Omnibus Trade and Competitiveness Act of 1988* and other federal legislation mandated business schools to function as change agents for campus internationalization, ‘silos’ on university campuses still persist. We have a long way to go in terms of providing the business student with interdisciplinary knowledge and skills that

incorporate proficiency in foreign languages, world regions, and cultures. In particular, foreign language enrollment is acutely low for languages other than Spanish. Instruction in critical languages such as Mandarin, Arabic, Portuguese, and Japanese is not widely available.

Fourth, the disconnect between business education and business practice persists. Meaningful avenues for education-industry collaboration have only been pursued by a small number of business schools and faculty. The relevance of what we address in business curriculum is constantly challenged by business practitioners who turn elsewhere for insightful, practical advice on acquiring global competitiveness.

In particular, many business schools have not yet fully utilized collaborative opportunities with the business community. Yet unique partnership opportunities abound, exemplified by GSU-CIBER's initiatives. As an example, several dozen bi-national chambers of commerce and consular corps located in the greater Atlanta area represent fruitful collaboration opportunities in outreach, training, and student development. In addition, scores of individual, large and small companies, trade and industry associations, state and federal agencies, logistics and international trade service firms provide additional opportunities for collaboration.

Fifth, the intellectual pursuits of most business faculty should be channeled towards projects that have more direct relevance for firm competitiveness in the global marketplace. Much research published in refereed journals in business is esoteric, catering to a small readership of academics. Creative capabilities of business faculty and doctoral students must focus on solid managerial challenges, and be designed to shed light on how firms can create global competitive advantage.

These national challenges require serious and urgent attention by leading business schools. To this end, GSU-CIBER has developed 65 projects addressing areas of national need.

The chart below illustrates how each strategic thrust responds to a legislative need, and highlights projects that address these national priorities.

National Significance (Legislative Mandate)	Corresponding Strategic Thrust of GSU-CIBER	Sample Projects
Be national resources for the teaching of improved business techniques, strategies, and methodologies	National Resource for the Teaching of the Core Course in International Business (Strategic Thrust #1)	1a, 1b, 1i, 2a, 3a, 3b, 6a, 6b, 7a-7e
Provide instruction in critical foreign languages and international fields	National Resource for Less Commonly Taught Languages (Arabic, Turkish, etc.) (Strategic Thrust # 3)	2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 2i, 2m, 2o, 2n, 6d, 6e, 8b
Provide research and training in the international aspects of trade, commerce, and other fields of study	Emerging Market Expertise Globally Competitive Southeast U.S. Atlanta Consular Corps and Bi-National Chambers of Commerce Alliance for International Business (Strategic Thrusts # 4, 5 and 7)	3c, 3d, 3e, 3f, 3g, 5a-5j, 6c, 6h, 8c, 8d
Provide training to students enrolled at the Institution	Internationalize Student Experiences National Resource for Teaching the Core Course in International Business National resource for LCTLs Southeast U.S. Higher Education Consortium for International Business (Strategic Thrusts # 1, 2, 3, and 6)	1a – 1i, 2a – 2l, 2p, 8a, 8d
Serve as regional resources to businesses by offering programs and providing research designed to meet the international training needs	Atlanta Consular Core and Bi-National Chambers of Commerce Alliance for International Business Emerging Market Expertise Globally Competitive Southeast U.S. (Strategic Thrusts # 4, 5 and 7)	3c -3h, 4a -4e, 5b, 6c
Serve other faculty, students and institutions of higher education located within the region	Southeast U.S. Higher Education Consortium for International Business Minority Serving Institutions Consortium National Resource for the Teaching of the Core Course in International Business uCentral- New Language Resource Center (Strategic Thrusts # 2, 3 and 7)	2a, 3a, 3b, 6a -6h

Through this proposal, GSU-CIBER also responds to both Competitive Preference Priorities. For collaboration with a professional association or business, we have developed *The Export Academy* certificate program – an innovative, long-term capacity building program for medium sized businesses. Professor Cavusgil has successfully implemented this program in the

past in Michigan. Collaborating partners include a major international logistics company, UPS, and *Atlanta Business Chronicle*.

For collaboration with Minority Serving Institutions, GSU-CIBER assumes the leadership of the long-running CIBER consortium, Globalizing Business Schools, from University of Memphis CIBER. The Consortium brings together the collective resources and expertise of 13 current CIBERs in order to assist at least 13 MSIs. .

As an example of another project with national significance, GSU-CIBER proposes to define, operationalize, and quantify business risks associated with operating in emerging markets (Projects 4a, 5a, and 7b). While the rising middle class and associated discretionary income in Brazil, Russia, India, China, and other rapidly liberalizing markets draw western firms to do business there, firms encounter real vulnerabilities and challenges in these countries. Thus, the *Emerging Market Risk Index* represents a systematic managerial tool that guides managers to fully grasp dimensions of risk and learn about formal risk mitigation strategies.

2 (b) Importance or magnitude of the results or outcomes likely to be attained by the proposed project.

As the 65 projects spread across eight objectives as well as the exemplary projects in Exhibit 5 suggest, the proposed activities impact the target audiences in a meaningful and substantial way. These activities are designed to generate significant quantitative and qualitative impact. In terms of quantitative outcomes, the proposed projects will touch thousands of students, academics, managers, companies, and public policy makers. For example, across the six-state southeastern region, 445 institutions of higher education (two-year, four year, minority serving institutions, and HBCUs) will benefit. In the state of Georgia alone, the University System of Georgia annually enrolls over 400,000 students. Georgia State University itself enrolls

more than 32,000 students representing every county in Georgia, every state in the nation, and more than 145 countries.

Location matters, and Georgia State University's location at the heart of a thriving international city dramatically enhances the projects' impact. Our campus is located within blocks of the Georgia State capitol, City Hall, The Coca-Cola Co., CNN, the U.S. Court of Appeals, and the Federal Reserve Bank of Atlanta. While GSU-CIBER will continue to meet and exceed the objectives sought by the authorizing legislation, it occupies a unique position among all CIBERs. It is also the lead center in the MSI Consortium. This is due to its distinctive competences, unique urban location, and its commitment to service an underserved economic region. GSU-CIBER benefits greatly from Atlanta's pivotal location as **the international business hub in the southeastern U.S.A.** The city serves as a center of activity for international trade, investment, transportation, banking, technology, tourism and conventions, and culture. It is also the gateway to South America. Atlanta also has a very culturally diverse population with large concentrations of foreign nationals and ethnic groups.

The role of Atlanta and Georgia at the **crossroads of international trade** requires further elaboration. Georgia is accessible to the world by air, land and sea. It is home to the world's largest airport, fourth largest seaport (Savannah) in the U.S., and the most extensive surface transportation network in the country. In 2013, \$37.6 billion in exports and \$75 billion in imports passed through these ports, making Georgia the 12th largest export state and 11th largest import state in the U.S. Atlanta is **a commercial and banking hub** with a large cluster of world-class companies headquartered there. These include: Coca-Cola, Delta Airlines, Equifax, Home Depot, Kimberly-Clark, Lockheed Martin Aero, NCR, UPS, Scientific Atlanta, Newell Rubbermaid, Aflac, Southern Company, and SunTrust Banks. Finally, Atlanta is **one of the nation's premier public health clusters**. Headquartered in Atlanta are such organizations as the

federal Centers for Disease Control (CDC), the American Cancer Society, Carter Center for Global Health initiatives, and numerous hospitals and research clinics.

Many of the proposed and continuing projects described in Exhibit 5 leverage these local and regional resources and University-community partnerships. Collaborative projects have been developed with the regional chambers of commerce, small and large companies, and an array of NGOs. To give one example, a specific research project addresses the impact on business of such natural disasters as the earthquake and tsunami in Japan.

In formulating the proposed projects, GSU-CIBER Advisory Council identified activities that would match the strengths of the University while addressing areas of national and regional need. For example, instructional capabilities in LCTLs amount to a strategic thrust for the Center. Excellent partnerships already in place meant that the Center can maintain a high profile academic and business outreach portfolio. Similarly, having a critical mass of faculty talent and a prolific work agenda implies that we can continue to implement significant curricular initiatives.

In summary, these 65 projects will produce exceptional local, regional, and national impact. They are innovative, interdisciplinary, and far-reaching. In addition, many of the projects are designed to produce tangible outcomes, products, and best practices that can be replicated in other settings. Contemporary information technology, such as online tools will be utilized to disseminate the knowledge, insights, and products to business and academic audiences.

3. QUALITY OF THE PROJECT DESIGN

3 (a) Extent to which the proposed activities include a coherent, sustained program of research and development in the field, including, where appropriate, a substantial addition to an ongoing line of inquiry.

To ensure that the proposed activities are well thought out, coherent, and high-impact, a set of 10 principles guided the design of these projects as detailed below. Exhibit 16 provides a project implementation plan for project groups. Exhibit 17 demonstrates all the steps to implement a sample activity – the annual *Middle Class Phenomenon in Emerging Markets* conference. Finally, Exhibit 19 identifies performance goals, target audiences, and anticipated outcomes for each project.

First, the GSU-CIBER team and the Advisory Council deem it important to ***fully deploy the intellectual assets of Georgia State University and build on the vast resources*** of the regional businesses, government, and educational institutions. As a comprehensive research university, Georgia State University has impressive faculty talent and programmatic resources that will be critical to implementing the proposed projects. An example is the investment the University has made over the years to teaching LCTLs such as Mandarin, Arabic, Portuguese, and Turkish. Long-running degree offerings such as the *Master of International Business* and the *Global Partners MBA* are identified as exemplary programs by other institutions. The proposed projects in Exhibit 5 engage numerous faculty and diverse disciplines. In addition, as an urban university located in a thriving international business community, Georgia State has accumulated valuable relationships with corporate, educational, and public sector partners.

Second, those programs that have ***a lasting impact and engage critical audiences*** are given high priority. The work agenda of GSU-CIBER detailed in Exhibit 5, has been developed in a way to ensure sustained activities for key constituents. For example, the national project for articulating the core body of knowledge for teaching the introductory international business course and disseminating pedagogical resources will benefit countless business educators across the Southeast U.S. and the nation. Many of the interdisciplinary faculty research projects are designed to provide analytical tools for practicing managers. Examples include the *Middle Class*

Scorecard -- designed to inform managers, and *The Export Academy*, which builds capacity among medium-sized firms for effective international trade activity.

Third, GSU-CIBER is keen to ***pursue innovative initiatives in internationalization.*** Projects detailed in Exhibit 5 reflect novel approaches to advance the internationalization agenda. For example, by teaming with the Atlanta-based Consular Corps and Bi-National Chambers of Commerce, GSU-CIBER creates a unique business-government-higher education alliance. Since these groups share common goals in facilitating cross-border trade and investment, such an alliance produces efficiency and widespread impact. It results in further development of innovative courses such as *Commercial Diplomacy*, a unique theme in our Global MBA and the MIB.

Fourth, many projects are designed to ***build meaningful linkages between disciplines.*** Initiatives such as the joint five-year degree programs in International Business, International Studies, and Foreign Languages, are designed to integrate curriculum in these disciplines. As a result, students can gain holistic and complementary perspectives and appreciation of global affairs. They can emerge as more cosmopolitan and globally competent future business leaders. Similarly, many of the proposed faculty research projects are designed to integrate such disciplines as law, criminal justice, health, journalism, history, and political science with international business.

Fifth, as an important constituent group, GSU-CIBER aims at fully ***exposing students to international, competitive, and cross-cultural knowledge, skills, experiences.*** Students are exposed to an enriched curriculum, new pedagogical materials, and experiential opportunities through internships, study abroad, and consulting projects for regional businesses. The *Study Abroad with Peers* initiative is designed to facilitate cross-cultural learning for GSU students while they are in the foreign country. Through a proposed Title VI Language Resource Center

(the only one in the Southeast U.S. region), students will also have an expanded curriculum in languages. With GSU-CIBER support, the new LRC, uCentral, will focus on K-12 outreach, and expanded study abroad and certificate programs.

Sixth, numerous projects are designed to *engage and empower faculty to internationalize* their research and teaching agendas. Robinson College of Business features one of the largest concentrations of business faculty with expertise in such diverse fields as risk management, information systems, entrepreneurship, process innovation, hospitality, global brand management, in addition to international business. More than 60 Georgia State faculty from a variety of disciplines are to be engaged in 65 projects. Biographies of a limited number of the faculty are provided in Exhibit 20. Projects address such research themes as global business ethics, family conglomerates in emerging markets, and globalization of music and film industries. Also addressed are curricular initiatives such as the introductory international business course taught in Spanish, French, German, Italian, Arabic, and Chinese, and new doctoral seminars in international business.

Seventh, GSU-CIBER intends to fully *deploy web-based technologies to disseminate* knowledge, pedagogical resources, and practical business tools. As a national resource center, every CIBER needs to place a heavy emphasis on developing best practice tools and models that can be shared with numerous other business and educational partners. GSU-CIBER considers dissemination a high priority activity. Individual projects, such as the *Southeast U.S. Higher Education Consortium for International Business* and the new *Minority Serving Institution Consortium*, are themselves vehicles for widespread dissemination. GSU-CIBER intends to rely heavily on web-based technologies for sharing knowledge, expertise, and insights with a national audience of students, faculty, and executives.

Eighth, it is essential to supplement the federal investment with *generous Georgia State University and private sector resources and cash commitments* for project implementation. The ambitious work agenda presented in Exhibit 5 requires commitment of substantial human and financial resources, beyond the federal investment. In developing the proposed projects, GSU-CIBER Advisory Council worked diligently in order to fund this ambitious work agenda with sufficient resource commitments from Georgia State and its private-sector partners. Consequently, projects proposed for the four-year cycle have realistic budgets attached to them.

Ninth, GSU-CIBER intends to excel as an exemplary national resource center by *producing best practices and demonstration projects* for advancing internationalization. Special effort will be made to pursue initiatives that can be implemented elsewhere. Many business and educational partners of GSU-CIBER will benefit by adopting the tools, models, and the knowledge to be generated. Among the products that will become available for dissemination are: teaching tools for two-year college and MSI faculty, pedagogy for teaching international business in Spanish or French, syllabi for such courses as *Commercial Diplomacy*, tools for training managers, emerging market briefings, monographs, and research reports.

Tenth, GSU-CIBER deems it appropriate to *collaborate with other CIBERs and institutes* for maximum impact and cost-efficiency. Thus, sharing special expertise and limited resources, and widespread dissemination of outcomes, become a priority. For this reason, GSU-CIBER has agreed to assume the role of the coordinating institution for the oldest and most significant collaborative effort – *Minority Serving Institution Consortium*. Taking over the leadership role from the University of Memphis CIBER, we are committed to mobilize the resources and talent base of all 13 participating CIBERs.

Other significant examples of collaboration include the *International Business Institute for Community College Faculty* project led Michigan State CIBER, and *FDIB for MERCOSUR*

led by Florida International CIBER. An additional example is the *National District Export Council* (NDEC) project. This initiative, spearheaded by San Diego State CIBER, provides a dialog with 1,500+ policy makers, business people, trade organizations and educators in the United States. Our involvement mobilizes the entire DEC organization (including 58 local chapters – our faculty serve on the Atlanta DEC) and allows us to educate and showcase the important role the CIBERs play in strengthening the U.S. economy. This direct involvement will allow us to work with DEC member companies, both regionally and nationally, to offer meaningful opportunities such as internships and mentorships for our students in order to enhance their employment prospects.

In summary, the projects described in Exhibit 5 represent novel, need-based, and high-impact activities targeting key stakeholder groups such as students, faculty, business leaders, regional partner schools, and public policy makers. They are also congruent with the mission, resource base, and unique faculty talent available at Georgia State University. Finally, they represent bold and substantial initiatives made possible by a significant institutional investment on the part of Georgia State University.

4. QUALITY OF THE MANAGEMENT PLAN

4 (a) Extent to which the management plan is adequate to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestone for accomplishing project tasks.

The following discussion details the structure, process, and time commitment elements of GSU-CIBER proposal designed to ensure effective, cost-efficient, and timely project completion. Exhibit 19 delineates the responsible individuals for each project category, performance goal, target audience, and expected outcomes.

Structure for Effective and Efficient Management: Overall responsibility for managing the GSU-CIBER is assumed by Professor Cavusgil, an experienced educator, researcher, and administrator in international business. Prior to launching the GSU-CIBER, he founded and led the Michigan State University CIBER for two decades. He reports directly to the Dean of the Robinson College of Business. The Center is housed within the *Institute of International Business* (IIB), an academic unit with a budget of over \$5 million in state funding, 15 full-time faculty appointments, degree programs, and curriculum. The “Institute” designation specifically connotes its charge to serve the entire Robinson College as a cross-functional, collaborative unit. The Institute has the visibility and legitimacy in the College and the University to shepherd internationalization efforts. An organizational chart of the IIB is presented in Exhibit 18, highlighting key individuals and relationships. Qualifications and responsibilities of key personnel are provided in Section 5.

In addition to offering degree and certificate programs at the undergraduate, masters, and doctoral levels, the Institute coordinates study abroad and internship programs, curricular initiatives, international exchange partnerships, student advising, contracts and grants, and executives-in-residence and visiting scholar programs for the Robinson College of Business. GSU-CIBER and the IIB are well integrated with other international units on campus and maintain an active portfolio of working relationships with the business, government, and non-profit organizations throughout Atlanta, Georgia, and the region. Exhibit 10 provides a sampling of IIB’s external partners.

With over 30 years of educational leadership, The Institute of International Business continues to carry out a prolific agenda of teaching, research, and academic and business outreach. Faculty members maintain a high visibility on campus and in the business community.

The Institute also administers major grants and contracts (including Title VI and U.S. Agency for International Development funding).

Through an evolving structure and expanded staff, GSU-CIBER has the capacity to manage a complex set of activities within budget, and in a timely manner. The staff is able to: handle multiple projects simultaneously; successfully carry out collaborative projects with various internal and external partners; and fulfill multiple roles in program leadership, complex administrative routines, supervision, and assessment. GSU-CIBER's past success has been greatly facilitated by this substantial administrative experience, talented staff, unwavering institutional support for international activities, spacious and modern facilities, and very high visibility on campus. In addition to faculty and staff, the GSU-CIBER team is enhanced by several executives-in-residence, graduate student assistants, and the Advisory Council members many of whom maintain weekly contact with the staff.

Processes for Effective and Efficient Management. In implementing the proposed work agenda summarized in Exhibit 5, GSU-CIBER faculty and staff undoubtedly will benefit greatly from established policies, procedures, and relationships. Indeed, the Institute has well-developed internal operating systems, reporting procedures, and monitoring mechanisms to ensure a high-quality management plan. Established systems include: (1) an accounting system designed to track current and future expenditures for each project; (2) activity and budget approval processes that includes administrative reviews at various levels, including the Institute, Robinson College, and the University; and (3) faculty committees that evaluate and act on funding requests. Process elements of the management plan also include: detailed documents that outline step-by-step implementation of a particular project (see Exhibits 11, 16 and 17 for examples), input and guidance from the Advisory Council, and formal evaluations completed by participants/users.

Thus, the process elements contribute to an efficient, responsive, and rational management plan for GSU-CIBER, ensuring the greatest rate of return for Title VI investment.

Time Commitments to Ensure Effective and Efficient Management. The existence of an exceptionally large and experienced cadre of international business faculty at Georgia State renders GSU-CIBER to be one of the best staffed centers of excellence in the nation. Their time commitments to project management and center administration are also non-trivial. Clear designation of responsibilities (e.g., curriculum, research, business outreach, academic outreach, study abroad, and instructional technology) also ensures successful outcomes. We are committed to manage an exemplary national resource center through GSU-CIBER, one that meets and exceeds the purposes of the authorizing legislation.

5. QUALITY OF THE PROJECT PERSONNEL

5 (a) Extent to which the qualifications, including relevant training and experience, of the project director meet the needs of the project.

Professor **S. Tamer Cavusgil** will continue to serve as Executive Director of GSU-CIBER and Principal Investigator. He holds the Fuller B. Callaway Professorial Chair in the Robinson College of Business. Tamer is a world renown educator, scholar, mentor, journal editor, institution builder, leader of professionals societies, and an advisor to senior executives and international agencies. He served as principal investigator on numerous federal projects, including Title VI grants (CIBER, BIE, UIS&FL), totaling more than \$20 million.

Tamer was the founding executive director of the Michigan State University CIBER and served as its leader from 1990 until 2008. He conceived and developed the leading knowledge portal, ***globalEDGE***, which now has become the most frequently consulted online resource in international business. He also developed the *Market Potential Index for Emerging Markets and*

authored a number of web-based diagnostic tools for practitioners, including CORE, *COMpany Readiness to Export* (adopted by the U.S. Department of Commerce in the early 1980s).

Tamer's career spans three decades of teaching, mentoring, research, and administrative leadership. His scholarship on exporting, born global companies, global strategy, and multinationality, has placed him among the top four most prolific international business authors (*MIR*, *APJIB*). He is one of a handful of scholars who have authored more than a dozen articles in the *Journal of International Business Studies*. In 2014, he was honored with JIBS' Decade Award for co-authoring the most influential article published in the journal a decade ago.

Tamer is an elected *Fellow*, and a past Vice President of the *Academy of International Business*. In 1995, *NASBITE* named him as the inaugural *International Trade Educator of the Year*. Tamer is the current elected President of *AIBER* - the association of CIBER directors -- a position he holds a second time. He was Gianni and Joan Montezemolo Visiting Chair at the University of Cambridge, and currently serves as a distinguished visiting professor at Leeds University Business School, the U.K. The University of Hasselt, Belgium, awarded him an Honorary Doctorate in 2014. Author or co-author of more than 200 refereed journal articles, Tamer is also the senior author of the leading text, *International Business: The New Realities*, 3rd Edition, published by Pearson Education.

5 (b) Extent to which the qualifications, including relevant training and experience, of key project personnel meet the needs of the project.

The organizational chart of GSU-CIBER is provided in Exhibit 18. Biographical sketches of key personnel can be found in Exhibit 20. (Please see <http://ciber.robinson.gsu.edu/about-us>).

Professor Fenwick H. Huss, Dean of the Robinson College of Business, will provide overall strategic leadership to GSU-CIBER. Dean Huss is a committed international educator and administrative leader. He has been responsible for many of the Robinson College's

international linkages with partners in China, Russia, South Africa, Brazil, France, Dubai, Egypt, and Ivory Coast. He has served as a principal investigator in major international projects some of which were funded by the USAID. Dean Huss' commitment and energy has kept the Robinson College in the forefront of international education and outreach. Fenwick has assisted universities in Russia, Ukraine and Sub-Saharan Africa in restructuring their business programs. He also directed Robinson's USAID-funded development projects in South Africa, Ghana and Egypt, and has lectured extensively in the People's Republic of China over the past two decades on business information needs in transition economies. Huss also was instrumental in founding of the *Ron H. Brown Institute in Sub-Saharan Africa*. He previously served on the Peace through Commerce Task Force, and the Advisory Board of AACSB's award-winning publication *BizEd*.

Dawn Foster serves as Managing Director for GSU-CIBER. In this role, she supports the center's numerous initiatives, tracks progress towards goals, maintains center budgets, and plans workshops. She joined Georgia State in 2002 and served in various positions in the Office of Undergraduate Admissions within GSU's Enrollment Services Division before joining the office of Study Abroad Programs. In her role as Assistant Director of Study Abroad Programs, Dawn made valuable advancements to study abroad at Georgia State, including establishment of the Passport Program in conjunction with the Atlanta Passport Agency, assisting with the implementation of the StudioAbroad software application system, successfully overseeing the implementation and administration of the Global Experience Scholarship, increasing awareness of and adherence to risk management issues in study abroad, and serving as interim director during a period of transition.

Dawn received her B.A. from the University of Notre Dame and is an active member of NAFSA (Association of International Educators) and GAIE (Georgia Association of International Educators). She has presented on a range of topics at various international

education conferences including “Preparing Faculty to Lead” and “Innovative Funding Models in Study Abroad” at NAFSA Regional and CIBER conferences respectively.

In implementing a prolific agenda, GSU-CIBER relies upon a talented team of faculty and staff beyond the core, full-time team. These colleagues are introduced briefly below.

Professor Daniel Bello serves as Director, Research Initiatives for GSU-CIBER. He also serves as the Director of the Institute of International Business. Previously, he was on the faculty at the University of Notre Dame and held management positions in the Product Development Group at Ford Motor Company. His research interests focus on inter-organizational relationships in contexts such as alliances, business-to-business, and distribution channels in domestic and international settings. Dan has mentored numerous doctoral students in international marketing. He has published widely in professional journals such as *Journal of Marketing*, *Journal of the Academy of Marketing Science*, and the *Journal of International Business Studies*, among others. Currently, he serves as Marketing Editor for the *Journal of International Business Studies*.

Professor William Nichols, Professor of Spanish and Chair, Modern and Classical Languages, and serves as Coordinator, Business Languages. Professor Nichols creates and enriches intermediate and advanced sections for select less commonly taught languages. For example, MCL presently offers a five-year joint degree program in *International Business and Modern Languages* with the Institute of International Business. His primary research interest focuses on exploring the perceptions of Spain's modern identity through the interrelation between politics, cultural production and capitalism in contemporary peninsular literature and film as well as other forms of cultural expression like music and museum expositions. **Professor German Torres**, Professor of Spanish, serves as Coordinator, Less Commonly Taught Languages. German is co-editor of two volumes on business and economics issues.

Professors **Mourad Dakhli** and **Margaret Sherman** serve as Co-Coordiators for Business Outreach. These colleagues interface regularly with the business community in the Atlanta and represent the Center in various forums. Professor **Jacobus Boers**, serves as Coordinator, Curriculum and Instructional Technology. He also directs the MIB degree program, and serves as faculty advisor to GSU chapter of AIESEC. Professor **Marta White** has been serving as Coordinator for Student Activities and Competitions. Professor **Penelope Prime** has been directing the China Research Center in the IIB, and serves as advisor to our visiting scholars from China. Dr. **Ihsen Ketata** helped found the Southeast U.S. Higher Education Consortium for International Business, created the international business field study course and added it to the international business certificate. She will be instrumental in the addition of French and Arabic sections of BUSA 3000 to the Spanish section which already exists.

GSU-CIBER is also fortunate to have an experienced professional, Ms. **Paula Huntley** as its Study Abroad Coordinator. Paula manages over a dozen study abroad programs. Her responsibilities include: recruiting and preparing students for international experiences, assisting faculty with program development and administration, liaising with the university-wide Study Abroad office, and overseeing such scholarship funds as the Coca-Cola Global Ambassadors, CNN, The Agio Press, and Nita Robinson programs.

In addition to these core faculty and staff serving the GSU-CIBER, the Center has access to about a dozen research associates, more than 200 faculty members, and numerous institutes and centers across the University in performing curriculum, research, and outreach activities.

5 (c) Extent to which Georgia State encourages applications for employment from persons who are members of groups that have traditionally been underrepresented base on race, color, national origin, gender, age, or disability.

Georgia State University is fully committed to principles of equal opportunity, nondiscrimination, and affirmative action. In accordance with section 427 of the General Education Provisions Act (GEPA), the University makes a special effort to ensure equal access to all program beneficiaries. The programs, activities, and facilities of the University are available to all without regard to race, gender, religion, creed, national origin, political persuasion, sexual preference, marital status, disability, or age.

All units of the University strive to employ and advance qualified women and minorities in areas where they are especially underrepresented. For example, all three of the staff members of the Institute of International Business are African-Americans women. Affirmative action also extends to persons with disabilities and disabled or Vietnam era veterans. A recent survey of U.S. colleges and universities ranked GSU 15th with respect to campus diversity. The rich demographic tapestry that makes up the campus includes African, Arabic, Asian, European, Hispanic, Middle Eastern, Indian, and Native American students, faculty and staff. Students from over 140 different countries study at Georgia State University. These outcomes are the result of deliberate planning and actions on the part of the University.

In 2000, Georgia State administrators developed strategic and action plans that clearly express the University's commitment to diversity among faculty and staff. An example is *The Minority Hiring Incentive* program which provides salary-matching funds of \$25,000 to a department that hires a minority faculty member into a faculty vacancy. The Office for Underrepresented Faculty was established in December 1999 to further assist university academic departments to recruit and retain minority faculty. Another example of how Georgia State provides resources to enhance faculty diversity is the *Mentoring Program for Minority Faculty*. Through these and other efforts, Georgia State has shown a significant increase in hiring racial and minority staff and tenure-track faculty over the past decade. The most recent annual

report (2012-2013) shows that minorities made up 72 percent of total faculty and staff members on campus.

The narrative that accompanies *General Education Provisions Act* Section 417 form included in this application provides greater details on equal access.

6. ADEQUACY OF RESOURCES

6 (a) Extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

Cost-effectiveness of projects proposed by Georgia State University CIBER and their potential significance are greatly enhanced by the following factors. First, **GSU-CIBER will incur no ‘startup costs.’** The Center has been functioning as a leading regional and national resource center in international business since 2010. It is a well-established organization with a recognized mission, structure, processes, budget, and controls. It is well networked throughout the campus, business community, and external publics. The larger unit, the IIB is one of the earliest international business programs in any major business school in the U.S. Over the past four decades, the IIB contributed to the internationalization of business education and research through an impressive array of accomplishments. Examples are: initiating one of the earliest doctoral programs in international business; offering innovative degrees such as the *Global Partners MBA* and *Master of International Business*; requiring the introductory course in IB as part of the core undergraduate business curriculum; teaching this course in Spanish every semester; working with minority serving institutions such as *Morehouse College* and *Clark Atlanta University*; and carrying out a prolific business outreach agenda.

Second, GSU-CIBER’s proposed work agenda **responds to the needs of diverse and considerably large audiences through high-impact and sustained activities.** Diverse

audiences include: students of less commonly-taught languages such as Mandarin and Arabic; scholars of emerging market economies; faculty at minority serving and two-year institutions who have not had formal training in international business; practitioners in search of managerial tools and knowledge to compete effectively in global markets; and policymakers looking for objective advice for regulating international trade and investment. With more than 8,000 students enrolled at the Robinson College of Business and a large concentration of businesses in Atlanta and the region, GSU-CIBER will also serve substantial numbers of target audiences.

Third, GSU-CIBER is **generously supported by institutional funds and the business community in Georgia**. The University's investment in GSU-CIBER is much more than the 50 percent mandated by the authorizing legislation. It should be noted that the cash commitment and in kind contributions from Georgia State University, the business community, and donors exceed \$400,000 annually.

Fourth, **some of the programs and activities proposed by GSU-CIBER are intended to become self-supporting**. These include: disseminating pedagogical resources for teaching the core course in international business; executive training; dissemination of emerging market middle class scorecard and risk measurement tools; and technical assistance to internationalizing firms. Needless to say, user groups such as students and faculty from our consortia will benefit from gratis use of products and services of GSU-CIBER.

Fifth, GSU-CIBER will pursue a proactive approach to **disseminating its resources and project outcomes to a national audience**. In doing so, it will rely upon electronic media (e.g., website, knowledge portal, blogs, online communities, and Global Atlanta) as well as traditional channels such as publications, workshops, and institutes. The project on pedagogical resources for teaching international business, for example, will have a major focus on dissemination.

In conclusion, GSU-CIBER already possesses the requisite administrative talent and structure; and the staff is highly experienced in managing large grants and contracts. It also has the capacity to implement a multitude of projects concurrently.

6 (b) Adequacy of support, including, facilities, equipment, supplies, and other resources from the applicant organization.

As evidenced by the detailed budget, Georgia State University has made a substantial investment in its CIBER through full cash match, personnel commitments, facilities, equipment, supplies, and other resources. Georgia State is a resourceful institution that already has made a substantial investment in international activities and programs. Its international infrastructure includes several dozen centers of excellence. Exhibit 12 provides a list of foreign language courses and Exhibit 13 details courses with international content. Also part of the international infrastructure is a library system with extensive international holdings. Georgia State Library has a collection that includes more than 5 million holdings, and a digital library.

GSU-CIBER will continue to be housed in its own suite of offices on the 14th floor of the Robinson College located in the heart of downtown Atlanta. Facilities include conference rooms, doctoral and graduate assistant offices. Executive training and conference facilities are located at the College's modern, four-story facility at the Buckhead business district.

7. QUALITY OF PROJECT EVALUATION

7 (a) Extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

Performance and impact of GSU-CIBER's work agenda are to be assessed at five different levels. These assessment levels range from macro to micro in scope: the U.S. Department of Education, external reviewers, Georgia State University, Robinson College of Business, and the

Center level. This multi-layered approach to assessment blends quantitative and qualitative input, and constitutes a comprehensive and rigorous program evaluation system. The chart that follows provides an overview of this system.

MULTI-LAYERED NATURE OF EVALUATION OF GSU-CIBER

LEVEL OF ASSESSMENT	EVALUATING PARTY	NATURE OF EVALUATION
GRANTING AGENCY EVALUATION	U.S. Department of Education; through Government Performance and Results Act (GPRA) process and U.S. Department of Education reporting system	Comprehensive, formative and summative evaluation of program outcomes with the objective of assessing impact and cost-effectiveness
EXTERNAL EVALUATION OF GSU-CIBER	John R. Nevin, University of Wisconsin (2015); Benwari Kedia, U. of Memphis, (2016); Dr. Elizabeth Briody, General Motors, ret., (2017); and Stephen Hanson, College of William & Mary, (2018)	Summative evaluation of performance and impact across all dimensions of work agenda, including foreign languages and study abroad
GEORGIA STATE EVALUATION OF THE INSTITUTE OF INTERNATIONAL BUSINESS	<ul style="list-style-type: none"> Office of Institutional Effectiveness (Provost's Office) Associate Provost for International Affairs University System of Georgia 	As an interdisciplinary center of excellence, CIBER is subject to a formal, periodic by the <i>Office of Institutional Effectiveness</i>
J. MACK ROBINSON COLLEGE OF BUSINESS	<ul style="list-style-type: none"> Dean's Office 	Progress reports are submitted to the Dean, and periodic evaluation is completed. All Robinson College units use WEAVEonline -- a web-based assessment management system improvement
GSU-CIBER	<ul style="list-style-type: none"> Georgia State faculty team of assessment experts not associated with GSU-CIBER and the Robinson College GSU-CIBER Advisory Council 	Formative and summative evaluation by: (1) An evaluation professional; (2) CIBER own periodic assessment of progress; and (3) the Advisory Council. Specific metrics are developed and monitored by project.

To provide additional support and explanation to our evaluation system, we also prepared Exhibit 22 (Strategic Focus of Goals and Outcomes), Exhibit 23 (Project-Specific Measure Forms), and Exhibit 24 U.S. Department of Education Performance Measures.

U.S. Department of Education Project Evaluation of GSU-CIBER. Georgia State CIBER is fully committed to employ the diverse set of macro-level performance indicators identified by the U.S. Department of Education in 34 CFR 75.118, and the framework of the

Government Performance and Results Act of 1993 (GPRA) to guide its operations. In concert with the spirit of GPRA, GSU-CIBER fully endorses accountability for the expenditures of public funds, and provision of objective information on the effectiveness of federal programs. In addition, it is committed to a focus on results, service delivery, and customer satisfaction. GSU-CIBER is prepared to submit annually its performance through the U.S. Department of Education reporting system. Exhibit 23 provides project-specific performance measures. Exhibit 24 delineates U.S. Department of Education performance measures. It also should be noted that the GPRA evaluation framework closely corresponds to the basic values and guidelines of Georgia State University accountability principles.

External Evaluation of GSU-CIBER. In each year of the grant cycle, GSU-CIBER will invite a nationally recognized leader in international business for a two-day, on-site evaluation. The purpose of this on-site assessment is to engage in a summative evaluation of the Center, based on independent interviews with the Advisory Council, the Center staff, and a sample of intended beneficiaries. External reviewers are selected so that they can address all aspects of the GSU-CIBER work agenda, including international business, foreign language training, interdisciplinary projects, business outreach, and study abroad. Their reports will be submitted to the U.S. Department of Education along with other assessment documents. Three highly respected international educators, and a cultural anthropologist with industry experience, will be invited to serve as external reviewers: Professors John Nevin, University of Wisconsin (2015); Benwari Kedia, University of Memphis, (2016); Dr. Elizabeth Briody, General Motors, ret., (2017); and Stephen Hanson, College of William & Mary, (2018).

University-Level Evaluation. In a recent presentation, President Mark P. Becker, "We must be locally connected, but we also must be globally oriented, and that's particularly true in an international city like Atlanta." Indeed, "international" permeates Georgia State's values in all

dimensions of its agenda. The University has always pursued a two-pronged strategy of thematic initiatives and regional initiatives. The importance of remaining globally connected is reflected in the strategic plans of both the University System of Georgia and Georgia State. The University's commitment to maintain a leadership position in international education is also evident in the fact that the most senior administrators (President, Provost, and Associate Provost for International Affairs) are shepherding the internationalization agenda. The University's commitment to international education is best evidenced by investment of considerable funds for international strategic initiatives on an annual basis

(http://www2.gsu.edu/~wwwoia/strategic_initiatives.htm).

Tactically oriented reviews of international activities of each unit at Georgia State are conducted annually, while in-depth *strategic* assessments are carried out in seven-year intervals. Periodic assessment of each unit is known as the 'Academic Program Review' which is linked directly to strategic planning and budget allocation. Indeed, the Institute of International Business, where GSU-CIBER is to be housed, is currently engaged in its own academic program review. The review process includes a self-study and visits by external evaluators. Faculty, alumni, current students, and administrative bodies of Georgia State all have the opportunity to provide input into the review and assessment. The process is coordinated by the Senate's Committee on Academic Programs (CAP) and its Academic Program Review Subcommittee (APRC). Administrative review is coordinated by the Office of the Provost Office of Institutional Effectiveness. The APRC subcommittee evaluates all materials related to the self-study for conformance to institutional policies, and provides key observations related to program strengths, weaknesses, and resource needs.

College-Level Evaluation of GSU-CIBER. As a leading business school accredited by the *Association to Advance Collegiate Schools of Business* (AACSB), Robinson College relies

on a comprehensive set of metrics designed to capture progress on the internationalization goals of the College. Faculty must indicate international accomplishments in their annual activity reports and are rewarded for such contributions. These accomplishments are measured both quantitatively and qualitatively. The importance of international contributions are frequently accentuated in the policies, program offerings, and funding priorities of the Robinson College. Senior leaders, including Dean Fenwick Huss, associate deans Irene Duhaime and Richard Phillips, are highly committed to rewarding international contributions. Each has served as principal investigators on major international grants and contracts.

At the student level, Robinson College is organized to annually evaluate each degree program's impact through a battery of learning metrics. As an example, The *Master of International Business* program is evaluated using such specific assessment criteria as country market analysis, second language proficiency, and problem solving skills.

Center-Level Evaluation of GSU-CIBER. GSU-CIBER is committed to an *outcome-oriented evaluation system* designed to monitor changes in knowledge, skills, behavior, and attitudes. Its evaluation system incorporates timelines, milestones, intended target audiences (please refer to Exhibit 19), performance metrics for each project (refer to Exhibits 23 and 24), and responsible individuals (refer to Exhibit 5). Some performance metrics overlap effectively the U.S. Department of Education indicators while others are specific to GSU-CIBER. In addition, the *Office of Institutional Effectiveness* provides expertise in developing a comprehensive set of project evaluation systems and processes.

Effectiveness of GSU-CIBER project activities is ensured in the following ways. First, the effectiveness of GSU-CIBER activities is based on an *outcome or impact-oriented philosophy* of continuous improvement. For example, the effectiveness of course offerings is not captured in what is taught and how, but rather in what students have learned. Research

effectiveness is not captured in how much time and money is spent in doing research, but in how much new knowledge is generated through research. Similarly, outreach effectiveness is not captured in the number of hours we spend in business and academic outreach, but in the impact of these activities on the target audiences. Ultimately, *we determine effectiveness by assessing outcomes.*

Second, measurement of effectiveness takes into account both *formative* and *summative* types of evaluations. *Formative evaluations* are conducted on an ongoing basis, while summative evaluations are carried out at the completion of a project, or at least on an annual basis. Formative evaluation incorporates qualitative (e.g., open-ended remarks in invalidation instruments, feedback through online tools) and quantitative (e.g., responses on a seven-point scale) data. Each major project offering of GSU-CIBER will seek feedback from user groups through formal evaluations, and the results will be disseminated widely. *Summative evaluations* will be conducted to scrutinize the overall effectiveness and impact of projects at their conclusion. Examples of summative evaluations include: external reviews by leading educators on an annual basis; the deliberations of the GSU-CIBER Advisory Council; and completion of a major research project carried out by a faculty team. Summative evaluations will be especially critical in setting priorities for each year of the grant cycle.

Third, each proposed project is scrutinized internally on the basis of its own merits. A faculty team, led by a professional assessment coordinator, evaluates each proposed project using multiple criteria, including: (a) utility or value of the project for key stakeholder groups; (b) uniqueness or novelty of proposed activities; (c) clarity of specific performance outcomes; (d) financial sustainability of activities through revenue generation, and (e) access by traditionally underrepresented groups.

The Advisory Council also serves both as a source of ideas as well as a consultative group for project prioritization and evaluation. While the entire Advisory Council meets formally twice a year, individual members are consulted more frequently for consultation on specific topics.

Complementary Nature of Five-Level Project Evaluation. The five levels of project evaluation described above provide for a comprehensive, systematic, and rigorous means of assessing effectiveness. It allows for multiple constituents to engage in separate and synergistic assessments. It also produces information that will shed light on how well GSU-CIBER's goals are met and to what extent intended effects are achieved.

In summary, GSU-CIBER takes accountability seriously and endorses most effective use of federal and matching funds. This multi-level evaluation system also subscribes to a philosophy of continuous learning and improvement. As projects and outcomes are monitored on a continuous basis, changes to structural, strategic, or project-based activities will be designed and implemented. Weekly staff meetings of the GSU-CIBER administrative team will provide a forum for constructive discussion of current projects, actual results versus intended outcomes, and action items as a response.

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

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To add more "Other Attachment" attachments, please use the attachment buttons below.

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Georgia State University CIBER Advisory Council incorporates a highly distinguished group of faculty, administrators, business leaders and representatives from regional higher education institutions. Original formed in May 2009, the Council met in May 2013 to specifically help formulate the strategic thrusts, project objectives, and activities of the center for 2014-2018. They were instrumental in defining the areas of need and how GSU-CIBER could respond to meet these needs.

Advisory Council members held meetings in smaller groups on the following dates in order to deliberate about GSU-CIBER's work agenda: 9 May, 24 October, 7 November, 11, November, 15 November, 17 December, 19 December 2013, and 18 February, 26 February, 18 March 2014. Some meetings had a special focus and assembled a different sub-group; e.g., corporate business community, faculty teaching LCTLs, regional HBCU leaders, Atlanta-area bi-national chambers of commerce, international trade promotion agencies, directors of international centers of excellence at Georgia State, and business faculty.

The following identifies the individuals who have been serving, and will continue to serve, on the GSU-CIBER Advisory Council:

Representatives of Georgia State University Administration

Mark P. Becker, President, Georgia State University
H. Fenwick Huss, Dean, J. Mack Robinson College of Business
Richard Phillips, Associate Dean for Academic Initiatives and Innovation
Heather Housley, Director, Office of International Students and Scholars
William J. Long, Dean, College of Arts and Sciences
Gwen Benson, Associate Dean of School and Community Partnership,
College of Education
Jun Liu, Associate Provost for International Initiatives
Jeremy Billetdeaux, Director, Study Abroad Programs

Faculty Representatives of the J. Mack Robinson College of Business

Dan Bello, Director, Institute of International Business, Sunday Professor,
Professor of International Marketing
Ken Bernhardt, Emeritus Regents' Professor
V. Kumar, Richard and Susan Lenny Distinguished Chair, Professor of Marketing
Steven D. Olson, Director, The Center for Ethics and Corporate Responsibility
Detmar Straub, J. Mack Robinson Distinguished Professor of Computer
Information Systems
Jacobus Boers, Lecturer, Institute of International Business
Pedro E. Carrillo, Senior Lecturer, Institute of International Business
David C. Bruce, Professor, Institute of International Business
Karen D. Loch, Professor and Director, Global Partners MBA Program

Faculty Representatives from Foreign Language, International Studies, and Professional Schools

William Downs, Associate Dean for Social and Behavioral Sciences
Michael P. Eriksen, Dean and Professor, School of Public Health
Gayle Nelson, Professor and Director, International Programs,
College of Arts and Sciences
Jorge Martinez-Vazquez, Regents Professor of Economics, and Director,
International Studies Program, Andrew Young School of Policy Studies
William Nichols, Interim Chair, Modern and Classical Languages
German Torres, Associate Chair, Modern and Classical Languages

Representatives of Local and Regional Businesses

Ed Baker, Publisher, Atlanta Business Chronicle
Frank Blount, Chairman and CEO, JI Ventures; former CEO of Cypress
Communications and Telstra Corp. Ltd. (Australia); Director at: Adtran,
Caterpillar Inc., Energy Corp., KBR, Hanson PLC.
David Boehmig, President, Atlanta Fine Homes Sotheby's International Realty
Phil Bolton, Founder and President, Agio Press and *Global Atlanta*
Ahmet Bozer, President, Coca-Cola International, The Coca-Cola Company
Rahim Charania, CEO, American Fueling Systems
Rene M. Diaz, President and CEO, Diaz Foods, Atlanta, Georgia
Bradford W. Ferrer, Executive VP Finance and Administration, CNN Worldwide,
Turner Broadcasting Co.
Tony G. Holcombe, Vice Chairman, Board of Directors, Syniverse Technologies
Eric Joiner, Vice Chairman and Co-Founder, AJC International. Inc.
Stephen J. Kay, Americas Coordinator, Federal Reserve Bank of Atlanta
Mark Lytle, Director of International Investment, Global Commerce Division,
Georgia Department of Economic Development
William Pate, CEO, Atlanta Convention and Visitors Bureau
William M. Poole, President, World Trade Center Atlanta, Partner,
Epstein Becker & Green, P.C.
Deepak Raghavan, Co-Founder, Manhattan Associates, Inc
Michael S. Shannon, Principal, Liquid Strategies LLC
Nick Shreiber, CEO and Principal Partner, Nick Shreiber & Associates, LLC
S. Rahm Sitaraman, VP for Strategy, The Coca-Cola Company (Ret.)
Houston W. Staton, Chairman & Founder, WirelessWERX, Inc.
Geri P. Thomas, President, Georgia Bank of America

Bi-National Chambers of Commerce and Atlanta Consular Corps

Jorge Fernandez, Vice President for Global Commerce, Metro Atlanta
Chamber of Commerce
Luis Izaguirre, Executive Director, Hispanic American Center for
Economic Development (HACED), Atlanta, Georgia
Lucia Jennings, President, Brazilian-American Chamber of Commerce
Tisha Tallman, President and CEO, Georgia Hispanic Chamber of
Commerce, Atlanta, Georgia

Representative Appointed by the Governor of the State of Georgia

Kathe Falls, Special Advisor to Governor Nathan Deal, Division Director, Georgia Department of Economic Development

Faculty Representatives of Community Colleges and Historically Black Colleges and Universities

Charles Moses, Dean, Clark Atlanta University, Atlanta, Georgia

Barron Harvey, Dean, School of Business Administration, Howard University, Washington, DC

Helen Taylor Caldwell, Provost, Johnson C Smith University, Charlotte, North Carolina

Patrick Liverpool, Dean, North Carolina A&T State University, Greensboro, North Carolina

Tejinder Sara, Dean, Brimmer College of Business and Information Science, Tuskegee University, Tuskegee, Alabama

GSU-CIBER Administrative Leadership

S. Tamer Cavusgil, GSU-CIBER Executive Director, Fuller E. Callaway Professorial Chair, Director, the Institute of International Business

Dawn Foster, GSU-CIBER Managing Director

Ihsen Ketata, GSU-CIBER Consultant

William Nichols, GSU-CIBER Co-Coordinator for Business Languages

Germán Torres, GSU-CIBER Co-Coordinator for Business Languages

Margaret Sherman, GSU-CIBER Coordinator for Business Outreach

Paula Huntley, GSU-CIBER Study Abroad Coordinator

Jacobus Boers, Coordinator, Curriculum and Instructional Technology

Marta White, GSU-CIBER Coordinator for Student Activities and Competitions

CIBE Assurance Form

INSTRUCTIONS: Applicants are required to provide the following assurance. This assurance form must be signed by the authorized representatives of the applicant. Upload this form as item #2 in the Other Narrative Attachment Form section of the e-application.

The applicant hereby assures and certifies that:

1. In addition to conducting the extensive planning activities required under the eligibility section of the statute, the Center Advisory Council shall meet not less than once a year after the establishment of the Center to assess and advise on the programs and activities conducted by the Center;
2. There shall be ongoing collaboration in the establishment and operation of the Center by faculty of the business, management, foreign language, international studies and other professional schools or departments, as appropriate;
3. The education and training programs of the Center will be open to students concentrating in each of these respective areas, as appropriate, and that diverse perspectives will be made available to students in these programs.
4. The applicant will use the assistance provided under this program to supplement and not to supplant activities already being conducted by the applicant.

MICHAEL A. MATHISEN, ASSOCIATE DIRECTOR

Name and Title of Authorized Representative

Michael A Mathisen

Signature

6/30/2014

Date



STATE OF GEORGIA
OFFICE OF THE GOVERNOR
ATLANTA 30334-0900

Nathan Deal
GOVERNOR

May 15, 2014

Ms. Kathe Falls
Division Director, International Trade
Georgia Department of Economic Development
75 Fifth Street
Atlanta, GA 30308

Dear Ms. Falls,

This letter is to confirm your appointment as my representative to the Georgia State University Center for International Business, Education, and Research (GSU-CIBER) Advisory Council.

Centers of International Business, Education, and Research are important in helping to keep Georgia globally competitive. They help the business and academic communities develop networks and programs to accelerate their success in the global marketplace.

I support Georgia State University in its renewal application for federal support to be designated as a national resource center in international business. The state of Georgia has truly benefitted from the presence of CIBER, and this is an exciting opportunity to continue supporting CIBER's initiatives and outreach programs.

Your credentials in international trade and investment are ideal for this appointment, and I am confident that your knowledge and experience in these areas will prove invaluable.

I appreciate you volunteering your time and look forward to the opportunities that lay ahead.

Sincerely,

A handwritten signature in dark ink that reads "Nathan Deal". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Nathan Deal



STATE OF GEORGIA
OFFICE OF THE GOVERNOR
ATLANTA 30334-0900

Nathan Deal
GOVERNOR

May 7, 2014

Dr. Timothy Duvall
Program Officer
International and Foreign Language Education
Centers for International Business Education
U.S. Department of Education
1990 K Street, NW, 6th floor
Washington, DC 20006-8521

Dear Dr. Duvall:

The economy of the state of Georgia is deeply rooted in international business. Whether the topic is foreign direct investment or the export of products and services abroad, the state of Georgia is a strong competitor.

Centers for International Business Education and Research (CIBER) have been an invaluable asset in preparing Georgia's companies to compete on the global stage. These programs and events have benefited business people, students and professors.

CIBER works closely with the Georgia Department of Economic Development, as well as local and regional chambers of commerce, business organizations, local businesses, and state and federal offices for the benefit of our state.

As a successful businessman myself, I understand the importance of being competitive on the global stage. I am also strongly in favor of foreign investment and export promotion as they bring jobs and economic prosperity to Georgia. CIBERs are a strong ally in both of these endeavors. So that they may continue to benefit to our great state of Georgia, I strongly encourage the Department of Education to approve the renewal application for CIBER grant.

Sincerely,

A handwritten signature in dark ink that reads "Nathan Deal".

Nathan Deal

JOHN LEWIS
5TH DISTRICT, GEORGIA

SENIOR CHIEF DEPUTY
DEMOCRATIC WHIP

COMMITTEE ON
WAYS AND MEANS

CHAIRMAN,
OVERSIGHT SUBCOMMITTEE

INCOME SECURITY
AND FAMILY SUPPORT



Congress of the United States
House of Representatives
Washington, DC 20515-1005

WASHINGTON OFFICE:
343 CANNON HOUSE OFFICE BUILDING
WASHINGTON, DC 20515-1005
(202) 225-3801
FAX: (202) 225-0351

DISTRICT OFFICE:
THE EQUITABLE BUILDING
100 PEACHTREE STREET, N.W.
SUITE # 1920
ATLANTA, GA 30303
(404) 659-0116
FAX: (404) 331-0947

June 17, 2014

Dr. Timothy Duvall, Ph.D.
Program Officer
International and Foreign Language Education
Centers for International Business Education
U.S. Department of Education
1990 K Street, NW, 6th floor
Washington, DC 20006-8521

Dear Dr. Duvall:

We write to express our strong support of Georgia State University's application for a Center for International Business Education Program (CIBE) grant under the Higher Education Act of 1965, Title VI, Section 612.

In recent years, our state's population has grown from six to nine million residents. As a result, Georgia's economy has more than doubled. We are fully committed to ensuring that our constituents are competitive job-creators and players in the international business marketplace. Georgia State University's (Georgia State) innovative CIBER Center is the perfect model to support federal priorities to maintain and secure our nation's global business and trade leadership.

The CIBER Center helps ensure Georgia's and the nation's long-term economic competitiveness. It enables a broad coalition of Georgia colleges and universities—including community colleges, Historically Black Colleges and Universities, and minority serving institutions—to offer key business education programs, which feature a global focus. These programs prepare future leaders so they can competently understand and compete in the global marketplace. The Center supports cutting-edge research in international business, and encourages faculty to develop new schools of thought and be leaders in the global economy.

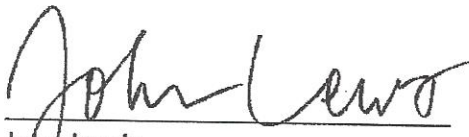
The CIBER Center fosters productive relationships with local businesses, trade and business associations, and state and federal trade and economic development agencies. Advice and experiences shared via these networks encourage and guide Georgia's small and medium-sized businesses so they can increase exports and improve their agility, better meeting the demands of the global economy.

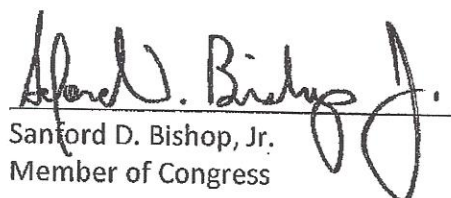
Congress of the United States
Washington, DC 20515


In conclusion, Georgia State's CIBER Center provides vital services and programs, which benefit Georgia, the southeast region, and the nation. Under Georgia State's tutelage, this Center has yielded tremendous advances that should not only continue, but also be upheld as a national model of connectivity and innovation for our shared, economic future.


As always, we greatly appreciate your consideration of our views on this important issue.

Sincerely,

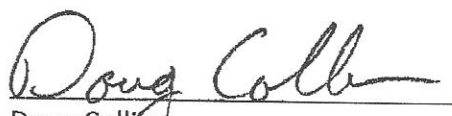

John Lewis
Member of Congress



Sanford D. Bishop, Jr.
Member of Congress


Henry C. "Hank" Johnson
Member of Congress

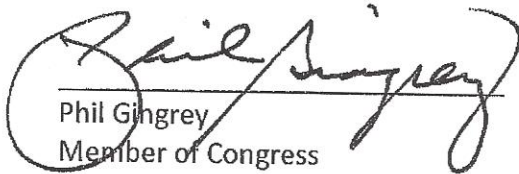

Rob Woodall
Member of Congress


Austin Scott
Member of Congress


Doug Collins
Member of Congress


Paul Broun
Member of Congress

Congress of the United States
Washington, DC 20515



Phil Gingrey
Member of Congress



John Barrow
Member of Congress



David Scott
Member of Congress

United States Senate

WASHINGTON, DC 20510

June 23, 2014

Dr. Timothy Duvall
Program Officer
International and Foreign Language Education
Centers for International Business Education
U.S. Department of Education
1990 K Street, N.W., 6th Floor
Washington, D.C. 20006-8521



RE: CFDA 84.220

Dear Dr. Duvall:

We are writing regarding Georgia State University and its application for the Centers for International Business Education grant program administered by the U.S. Department of Education.

Georgia State University is applying for a renewal grant to continue operating a Center for International Business Education and Research spearheaded by the Robinson College of Business. Using this funding, Georgia State University proposes over 50 projects across eight objectives mandated by the authorizing legislation and seeks to help ensure Georgia's long-term economic competitiveness.

In respect for your established policies and procedures, we request that you give Georgia State University your consideration for this grant. We would appreciate you keeping our offices informed of the progress of this application and any grants awarded under this funding title. If we can be of further assistance, please do not hesitate to contact us.

Sincerely,


Saxby Chambliss


Johnny Isakson



GEORGIA DEPARTMENT OF ECONOMIC DEVELOPMENT

CHRIS CARR
COMMISSIONER

May 7, 2014

Dr. Timothy Duvall
Program Officer
International and Foreign Language Education
Centers for International Business Education
U.S. Department of Education
1990 K Street, NW, 6th floor
Washington, DC 20006-8521

Dear Dr. Duvall:

The Georgia Department of Economic Development has worked effectively with the Center for International Business Education & Research for several years. The Center provides significant outreach programs which benefit Georgia's business and academic communities.

The Department is pleased to continue this collaboration and to provide a staff member to serve on its Advisory Council. The Department is pleased to support the application for continued funding of this important program and looks forward to many more years of cooperative endeavors.

We appreciate your consideration of this grant proposal.

Sincerely,

Christopher M. Carr
Commissioner

P. O. Box 3999
Atlanta, GA 30302-3999

Phone 404-413-1300
Fax 404-413-1301



May 27, 2014

Dr. Timothy Duvall,
Senior Program Officer
U.S. Department of Education
International and Foreign Language Education
1990 K Street NW, Room 6069
Washington, DC 20006

Dear Dr. Duvall and CIBER Review Committee:

As president of Georgia State University, I enthusiastically endorse our Title VI CIBER grant renewal application seeking the continuation of Georgia State University as a center of excellence in international business. The faculty, students, and administrators have all benefitted from GSU-CIBER's programs and initiative the past four years, and the center has helped us achieve our goal of further internationalizing the University. Our stakeholders in the in the business and public policy communities have been equally energized by GSU-CIBER's endeavors, and look forward to continuing to support its initiatives.

Georgia State University recently celebrated its Centennial and the 100 years of service to the State of Georgia and the nation. At my investiture speech on October 20, 2009, I laid out my vision for our second century. An important part of this vision is for GSU to be recognized as one of the world's preeminent urban universities. We all recognize that competition and opportunities for jobs, resources, products, and talents are global in ways never before seen. GSU confers more undergraduate degrees to African-American students than any other school in the U.S., and is one of the Top 100 Hispanic-serving universities, and these students are graduating into a globally competitive environment. Our faculty members compete in, and collaborate on, research globally. Consequently, GSU must be globally oriented, to achieve the highest levels of education and research and to serve Atlanta, Georgia, and the nation.

The CIBER proposal for renewal goes a long way towards continuing to transform Georgia State University into a globally engaged urban university. The proposal advances over fifty specific projects designed to enhance international and interdisciplinary education, research, and outreach. Shepherded by our Institute of International Business in the J. Mack Robinson College of Business, the renewal proposal represents the continued efforts of numerous faculty drawn from such disciplines as international business, foreign languages, area studies, and policy studies. I am pleased that it continues to highlight many of the already existing international strengths of the University. I also know that the CIBER Advisory Council, composed of GSU faculty, administrators, and an impressive group of business leaders, put considerable work into the project ideas and initiatives included in the proposal.

Dr. Timothy Duvall,
May 27, 2014
Page 2

Finally, please rest assured that GSU is prepared to continue dedicating all necessary resources to ensure that GSU-CIBER continues to be recognized as an exemplary national resource center in the nation. We very much appreciate the careful review given to our proposal by your office and the panelists. Thank you.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Mark P. Becker', with a long horizontal flourish extending to the right.

Mark P. Becker, Ph.D.
President

H. FENWICK HUSS
DEAN

Mailing Address:
P.O. Box 3989
Atlanta, GA 30302-3989

In Person:
35 Broad Street, Suite 718
Atlanta, GA 30303

Phone 404-413-7009
Fax 404-413-7036
Email hfhuss@gsu.edu
Web robinson.gsu.edu



May 30, 2014

Dr. Timothy Duvall
Senior Program Officer
U.S. Department of Education
International and Foreign Language Education
1990 K Street NW, Room 6069
Washington, DC 20006

Dear Dr. Duvall and CIBER Review Committee:

We are delighted to submit this renewal proposal to continue funding our Center for International Business, Education, and Research here in the J. Mack Robinson College of Business at Georgia State University. Endorsed by the faculty, University leadership, and a very strong business Advisory Council, this renewal application represents a continuation of the innovative, comprehensive, and meaningful operations GSU-CIBER currently provides. Over fifty projects are proposed for the next four years, with the continued intent of enhancing U.S. competitiveness; bridging the disciplines of business, foreign languages, and area studies; and further internationalizing our curriculum, faculty, and students.

I am particularly excited about the way the Atlanta business community has been energized around this renewal. We have seen a most enthusiastic vote of confidence and participation in our preparations for renewal. Strong commitments of participation- with time, expertise, and monetary resources- have been received from a very diverse and international business community that includes such iconic companies as The Coca Cola Company, CNN, Turner Broadcasting System, UPS, Lockheed Martin, Diaz Foods, American Fueling Systems, and the Atlanta Business Chronicle. In addition, organizations such as the Federal Reserve Bank of Atlanta, Centers for Disease Control and Prevention, CARE, the Georgia Ports Authority, and Hartsfield-Jackson Atlanta International Airport have lent their support. Finally, the Consular Corps of Atlanta, which represents over 70 foreign consulates, bi-national chambers of commerce, and trade offices, will continue its partnership with GSU-CIBER.

In so many ways, Georgia State University and its faculty have long been recognized as a national resource in international business. GSU was one of the first universities to establish a formal international business doctoral degree program in the United States. Beginning in the 1970's, GSU's doctoral program in international business produced some of the leading educators and administrators in this field. GSU also hosted the very first editorial office for the *Journal of International Business Studies*, the leading refereed journal published by the Academy of International language. Our faculty also pioneered innovative degree programs, including the three-continent *Global Partners MBA* and the *Masters of International Business*, recently revamped to an intensive 11 month program, with the assistance of GSU-CIBER.

Dr. Timothy Duvall

May 30, 2014

Page 2

In summary, the GSU-CIBER renewal meets and exceeds the goals and priorities set by the authorizing legislation. The current CIBER designation has elevated GSU's presence in the Southeast for the last four years, and has positioned itself as a truly exemplary national resource in international business education, research, and outreach. We appreciate your consideration, and look forward to hearing from you.

Sincerely,

A handwritten signature in black ink, appearing to read "H. Fenwick Huss". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

H. Fenwick Huss



Fort Valley State University

A State and Land-Grant University
University System of Georgia

Office of the President

1005 State University Drive · Fort Valley, Georgia 31030-4313

March 25, 2014

Dr. Timothy Duvall
Senior Program Officer
U.S. Department of Education
International and Foreign Language Education
1990 K Street NW, Room 6069
Washington, DC 20006

Dear Dr. Duvall and CIBER Review Committee,

As President of Fort Valley State University, I enthusiastically endorse Georgia State University's Title VI CIBER grant renewal application, to continue its designation as a center of excellence in international business education and research during the 2014-2018 funding cycle. In particular, we welcome the opportunity to continue our participation in the Southeast U.S. Higher Education Consortium for International Business. We see the Consortium as a vehicle that will continue to:

- Co-develop pedagogical materials for teaching international business;
- Include our personnel as a Consortium partner in faculty development workshops;
- Assist our university with developing competence and curricula to teach Less Commonly Taught Languages;
- Allow our faculty to be included in foreign study tours;
- Facilitate collaborative research opportunities;
- Share emerging market knowledge;
- Organize joint outreach activities aimed at the private sector, the non-governmental community and professional organizations;
- Provide technical assistance for us to pursue funding grants;
- Create opportunities for promising graduates from our university to pursue Ph.D. studies at Georgia State University.

We are assured that GSU-CIBER is fully prepared to continue empowering the Consortium, and dedicate all necessary resources to ensure substantive involvement, equitable participation, and consortium success. We fully endorse the Georgia State renewal application.

Sincerely,

Ivelaw Lloyd Griffith, Ph. D.
President



3384 Peachtree Road NE, Suite 900
Atlanta, GA 30326
phone (404) 249-1000 • fax (404) 249-1048
www.AtlantaBusinessChronicle.com

Thursday, May 08, 2014

Dawn Foster
GSU – CIBER
35 Broad Street
Suite 1420
Atlanta, GA 30303

Dear Ms. Foster and CIBER Evaluation Committee,

I am writing to you today to provide my enthusiastic endorsement for Georgia State University's Center for International Business, Education, and Research grant renewal application, to continue serving as a center of excellence in international business through the Title VI CIBE program. I am convinced that CIBER, the J. Mack Robinson College of Business, and Georgia State University fully deserve this continuing distinction.

I currently serve as a Board Member for the GSU-CIBER Advisory Council, and having supported many CIBER initiatives, both as a participant and contributor, I know that CIBER will continue to capitalize on the potential for fruitful collaboration between GSU's international business faculty and the numerous Fortune 500 and 1000 companies that are headquartered in here in Atlanta.

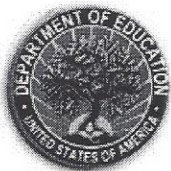
Atlanta Business Chronicle values Georgia State University as a major asset to local and regional businesses through the delivery of educational training, research, and outreach services. We are fortunate to be able to tap GSU's international business faculty as we continue striving to build a stronger bridge between the business acumen of future graduates and the needs of international businesses today. Access to GSU's pool of students, professors, and programs is a major reason why metropolitan Atlanta is the undisputed international business hub in the Southeast.

I look forward to continue working with the GSU-CIBER team more in the future as we further existing projects, and create new initiatives to advance the international business agenda. Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Ed Baker".

Ed Baker
Publisher



U.S. Department of Education
Office of Postsecondary Education

April 14, 2014

OPEID: 00157400
Georgia State University
Atlanta, GA

Dear Victoria Willis:

We are pleased to inform you that your recent request for Designation as an Eligible Institution under Title III and Title V programs of the Higher Education Act of 1965, as amended by the Higher Education Opportunity Act of 2008 (HEA) is approved. Subject to the specific program requirements, your institution **may apply for a new grant** under any of the Title III and Title V programs.

As a result of receiving this designation, your institution **is also eligible for a waiver of the non-Federal share matching requirements** under the Federal Work Study Program, the Federal Supplemental Educational Opportunity Grant Program, and the TRIO Student Support Services Program under Title IV of the HEA, as well as the Undergraduate International Studies and Foreign Language Program authorized by Title VI of the HEA. * The eligibility for a waiver of the non-Federal share matching requirements applies for a **five-year** period beginning **July 1, 2014**. The offices within the Department that administer those specific programs will handle the waiver of the cost sharing. Accordingly, you do not need to reapply for designation as an eligible institution for five years, **unless** you wish to apply for a grant under any of the Title III and Title V programs. You must apply for eligibility designation in each year you wish to participate in a program competition for funding.

*NOTE: Branch campuses are not eligible for the waiver of the non-Federal share matching requirements.

Please retain this letter as evidence of your eligibility and for an adequate audit trail.

If you have questions concerning this designation, please contact Robyn Wood at robyn.wood@ed.gov or (202) 502-7437 or Jeffrey Hartman at jeffrey.hartman@ed.gov or (202) 502-7607. If you have questions concerning the waiver of the non-Federal share matching requirements, please contact the Campus-Based Call Center at CBFOB@ed.gov or (877) 801-7168.

Sincerely,

Leonard L. Haynes, Ph.D
Senior Director

Endowed Chairs & Professorships at Robinson College of Business

George E. Smith Eminent
Scholar Chair in Computer
Information Systems
Ephraim McLean

John B. Zellars Professor of
Computer Information
Systems
Mark Keil

J. Mack Robinson
Distinguished Professor of
Computer Information
Systems
Detmar Straub

Regent's Professor and
James A. Harkins III
Professor in Information
Systems
Arun Rai

Tull Professor of Computer
Information Systems
Veda Storey

Georgia Research Alliance
Eminent Scholar
Lars Mathiassen

Board of Advisors
Professorship in Computer
Information Systems
Richard Baskerville

Board of Advisors
Professorship in Computer
Information Systems
**Balasubramaniam
Ramesh**

H. Talmage Dobbs, Jr.
Chair of Finance
Jayant R. Kale

SunTrust Professor of
Capital Markets
Harley (Chip) E. Ryan

Joe Taylor Chair in Health
Administration
Andrew Sumner

Fuller E. Callaway
Professorial Chair
Institute of International
Business
S. Tamer Cavusgil

Board of Advisors
Professorship in
International Business &
Barbara and Elmer
Sunday Endowed
Professor of Marketing
Daniel Rella

Board of Advisors
Professorship in
Organizational Behavior
Bennett Tepper

Richard and Susan Lenny
Distinguished Chair in
Marketing
V. Kumar

Alfred Bernhardt Research
Professor of Marketing
George Moschis

CBIM RoundTable
Professor of Marketing
Wes Johnston

Katherine S. Bernhardt
Research Professor
Naveen Donthu

Robert W. batten Chair of
Actuarial Science
Shaun Wang

Kenneth Black, Jr. Chair of
Insurance &
James S. Kemper
Professor of Risk
Management

C.V. Starr Professorship in
Risk Management &
Insurance
Richard D. Phillips

Bruce A. Palmer Professor
of Risk Management &
Insurance
Ajay R. Subramanian

AAMGA Distinguished
Chair in Risk Management
& Insurance
George Zanjani

J. Mack Robinson College of Business

The sixth largest business school in the United States and largest business school in the South, the Robinson College of Business at Georgia State University has more than 8,000 students, approximately 200 faculty and 70,000 alumni. Noted for an emphasis on educating leaders, the Robinson College and Georgia State have produced more of Georgia's top executives with graduate degrees than any other school in the nation. Over the past six years, Robinson College has increased the number of endowed professorships and chairs from nine to 25.

In The Rankings

- *Bloomberg Businessweek* ranked Robinson's Part-Time MBA No. 1 in Georgia, 11th among programs at U.S. public universities and 25th overall.
- The *Financial Times* ranks Robinson's Executive MBA program 13th among U.S.-based programs and 51st globally.
- The 2014 edition of *U.S. News & World Report's* survey of America's Best Colleges ranks Robinson's graduate programs among the best in the nation:
 - 10th best management information systems program
 - 29th best part-time MBA program (19th among public university programs)
 - 36th best health administration program (March 2011 edition)
- In their 2014 release, the *University of Texas at Dallas* ranked RCB as 48th worldwide for research productivity, and 41st for North America.
- The 2013 edition of *U.S. News & World Report's* survey of America's Best Colleges ranks Robinson's undergraduate program 47th overall (35th among public universities) programs among the best in the nation:
 - 4th best risk management and insurance program (undergraduate)
 - 8th best computer information systems program (undergraduate)
 - 10th best real estate program (undergraduate)
- The Cecil B. Day School of Hospitality Administration was ranked No. 16 in the nation by TheBestSchools.org. It is the only hospitality program in Georgia to make the list and one of the only three in the South.
- Modern Healthcare ranks the graduate programs in health administration as the 11th among public university programs and 21st overall, for physician-executives.
- Robinson College offers two highly regarded international degrees at the master's level: *Master of International Business* and the *Global Partners MBA*.
- In *Beyond Grey Pinstripes*, a biennial ranking of business schools worldwide that are leaders in integrating social, environmental and ethical issues into their MBA programs, the Aspen Institute named Robinson to its 2009-2010 "Global 100" list.

- According to an analysis conducted by the School of Management at the University of Texas at Dallas, Robinson's faculty ranks 45th among U.S. business schools and 51st worldwide for publication of research. The five-year rolling survey tracks faculty contributions to 22 leading business journals.
- The *Academy of Management Journal* ranked Robinson faculty among the most productive in the nation in research.

Georgia State University

Georgia State University is the Southeast's leading urban research institution. Last year, it celebrated 100 years of its establishment. GSU is a top 100 public university for doctoral degrees awarded. More than 250 fields of study are offered through some 55 accredited degree programs at the bachelors, masters, specialist and doctoral levels. Over 30,000 students enrolled at GSU this past fall semester.

Founded in 1913 and located in Atlanta, Georgia, GSU is the only urban research university in Georgia. Georgia State University offers educational opportunities for traditional and nontraditional students at both the graduate and undergraduate levels by blending the best of theoretical and applied inquiry, scholarly and professional pursuits, and scientific and artistic expression.

As an urban research university with strong disciplinary-based departments and a wide array of problem-oriented interdisciplinary programs, the goal of the university is to develop, transmit, and utilize knowledge in order to provide access to quality education for diverse groups of students, to educate leaders for the State of Georgia and the nation, and to prepare citizens for lifelong learning in a global society.

Diversity: Georgia State is also the 15th most diverse university in the country with a minority enrollment of 46 percent, and is **ranked 1st in the U.S. for undergraduate degrees conferred to African-American students.**

International Engagement

- GSU has active International Cooperation Agreements with some 80 universities throughout the world.
- International Strategic Initiatives provide seed funding to support interdisciplinary collaborative research and economic development programs with partner institutions abroad.
- International Program Development provides assistance to faculty in proposal development and the identification of external funding.
- Study Abroad Programs provide opportunities for hundreds of GSU students to study abroad each year in five continents.
- In his investiture address on October 19, 2009, Georgia State's new president, Mark P. Becker noted the importance of preparing the university's students "to thrive in a multi-cultural society, locally and globally."

- President Becker describes his vision for Georgia State University in its second century as follows: “GSU will be recognized as one of the world's preeminent urban research universities. GSU will be a destination of choice for students choosing to study at a globally engaged urban university. GSU will be known for the quality and impact of its scholarship and research. Our faculty members will be recognized nationally and internationally as leaders in their fields.”

Atlanta

Metro Atlanta is home to more than 5.4 million people and more than 145,000 private-sector firms. Atlanta has a diverse and substantial economy. Its top three industry sectors are trade, transportation and utilities, professional and business services and government. Businesses include 13 Fortune 500 headquarters, hundreds of other headquarters, over 2,100 international companies, and thousands of small businesses. Young, educated professionals are a significant sector of the workforce.

Atlanta in the Rankings

- The Atlanta metropolitan area is the 8th largest economy in the country and 17th largest in the world.
- Hartsfield-Jackson Atlanta International Airport is the world's most-traveled airport serving over 90 million passengers annually. 80 percent of the U.S. can be reached within a two-hour flight and 90 international destinations in 55 countries can be reached nonstop.
- According to a 2012 HIS Global Insight report, Atlanta is included in the top 12 cities that rank among the biggest economies in the world.
- If it were a sovereign country, Atlanta would rank 43rd on the Central Intelligence Agency list of global economies. Metro Atlanta would finish ahead of Chile, Peru and the Czech Republic and just behind Hong Kong, Norway and Romania.
- Home to 24 Fortune 1,000 company headquarters and 13 Fortune 500 Companies headquarters.
- Atlanta ranks 3rd in the nation among cities with the most Fortune 500 headquarters, behind New York and Houston.

State of Georgia

Centrally located in the Southeastern United States, the fastest growing region of the country, Georgia attracts more than 60 million visitors annually. The state is the world

leader in the production of carpet, kaolin and various farm produce. Top industries include automotive, agriculture, food processing, tourism, life sciences, high technology, metal fabrication and plastics. Exports from Georgia industries totaled \$37.6 billion in 2013, ranking Georgia as the 11th largest exporting state in the nation.

Georgia Fact Sheet

- Savannah, Georgia, seaport is the 4th busiest in the nation. It generates some \$60 billion in sales and supports 286,000 jobs. On a given day, about 3,500 trucks roll in and out of the Savannah terminal, bringing cargo to and from some 45 ships that dock at Savannah's Garden City terminal.
- Companies with Georgia headquarters include: Home Depot, UPS, Coca-Cola, Delta Air Lines, Aflac, Southern Company, and SunTrust Bank.
- Georgia has over 1,700 internationally owned facilities representing 43 countries, employing more than 112,000 Georgians with an estimated capital investment of \$22.7 billion.
- 76 governments from throughout the world have consular offices and/or trade representation in Atlanta and 42 bi-national chambers of commerce call the city home.
- 80 percent of U.S. consumers can be reached in two hours air travel or less from Georgia. Similarly, more than 80 percent of the U.S. industrial market is within two days journey by truck from Georgia.
- Georgia has three general-purpose Foreign Trade Zones in Atlanta, Brunswick and Savannah, where firms can delay, reduce and, in certain cases, eliminate U.S. customs duties on imported items.
- Georgia boasts almost 70 public colleges, universities, and technical colleges around the state in addition to over 45 private institutes of higher learning.
- The Jimmy Carter Library and Museum is one of 13 national presidential libraries across the country and the only one in the Southeastern United States. It includes archived materials from the period when Jimmy Carter served as President of the United States (1977– 81).
- In addition to President Jimmy Carter, some additional famous Georgians include Ted Turner, Martin Luther King Jr., Ambassador Andrew Young, Margaret Mitchell, Bobby Jones, Juliette Gordon Low, Ty Cobb, Ray Charles, Bill Elliot, Julia Roberts and Travis Tritt.

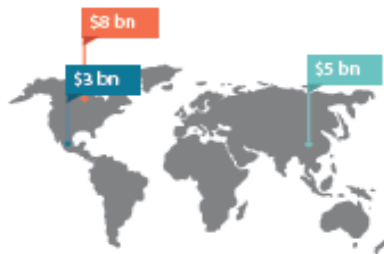
Global Georgia

How global is Georgia?

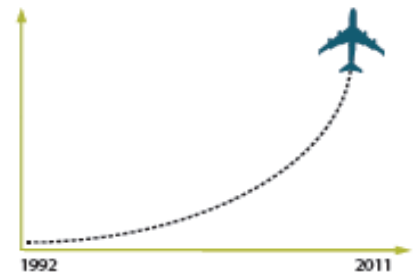
Changing demographics and economic opportunities show we're more global than ever.



10% of the population is foreign-born
Spanish, Korean, and African languages are most common non-English languages.



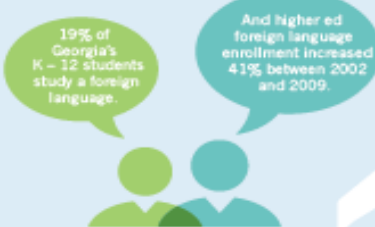
#9 ranking among U.S. states in exports of services
Canada, China, and Mexico are our top export markets.



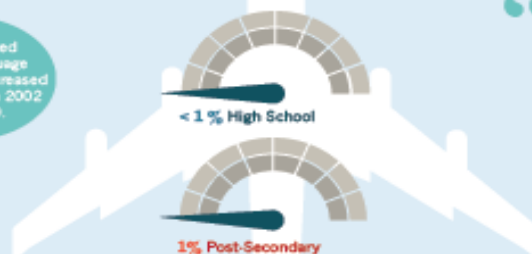
127% increase in jobs tied to international trade
More than one out of every five jobs in the state is now related to international trade.

How are we preparing students?

Schools can not yet meet community needs and workforce demands.



Twenty-one of the top 25 industrialized countries begin language instruction in elementary school.



Vast majority of Georgia students do not take part in study abroad programs.

“We are now living in a world without borders, and in order to maintain America's competitive edge into the future we need students who are prepared to compete not only with their American peers, but with students from all across the globe for the jobs of tomorrow.”

— Sonny Perdue
Former Governor of Georgia

How do we plan for the future?



JOBS TIED TO INTERNATIONAL TRADE

23 million jobs in 50 states

States with the most jobs tied to international trade: Each of these states has one million or more direct jobs in exports of goods or services:

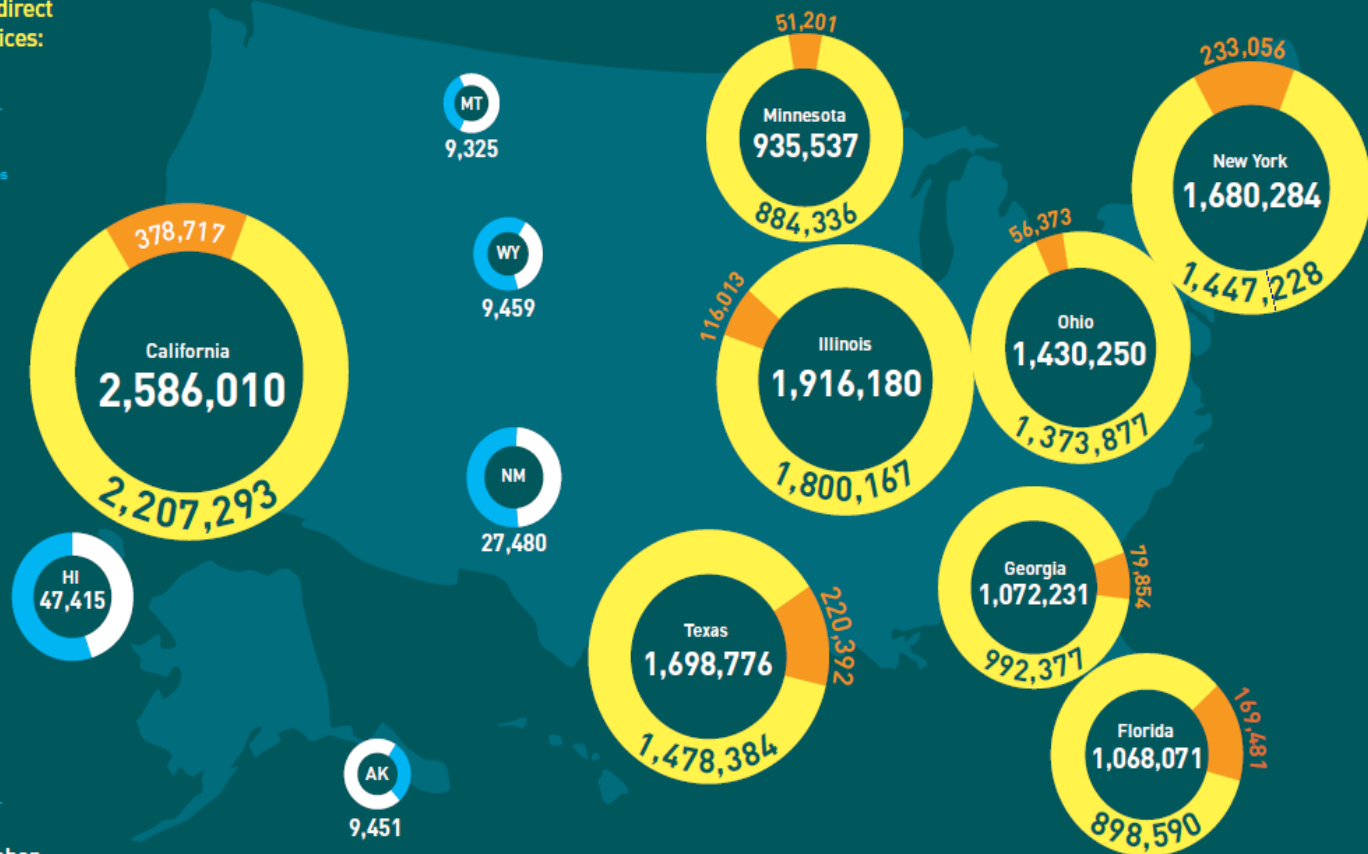
● Goods – Jobs ● Services Jobs

Trade Benefits Every State

State	Total Direct Jobs	State	Total Direct Jobs
AL	154,437	MT	9,325
AK	9,451	NE	114,872
AZ	212,335	NV	159,046
AR	97,160	NH	56,180
CA	2,586,010	NJ	980,228
CO	248,746	NM	27,480
CT	839,240	NY	1,680,284
DE	28,369	NC	626,480
DC	67,072	ND	15,240
FL	1,068,071	OH	1,430,250
GA	1,072,231	OK	75,266
HI	47,415	OR	220,206
ID	98,324	PA	821,386
IL	1,916,180	RI	95,016
IN	351,760	SC	202,930
IA	142,824	SD	58,212
KS	109,600	TN	554,444
KY	202,475	TX	1,698,776
LA	115,134	UT	92,971
ME	57,043	VT	22,915
MD	150,341	VA	387,806
MA	751,413	WA	698,410
MI	935,537	WV	27,683
MN	1,127,919	WI	440,502
MS	69,164	WY	9,459
MO	266,511		

In these states, jobs in service exports are equal to or outnumber jobs in goods exports:

● Goods – Jobs ● Services Jobs



“NO NATION WAS EVER RUINED BY TRADE.”
-Benjamin Franklin

PR/Award # P220A140016

www.MappingtheNation.net

Sources: Datamyne, 2012-13; The Trade Partnership, 2011-12.



Global Partners MBA: In 2004, The Robinson College of Business teamed with IAE de Paris – Sorbonne I and the COPPEAD in Brazil (Graduate School of Business of the Federal University of Rio de Janeiro) to create a truly global MBA degree program. *Global Partners MBA* is a full-time, 14-month, dual degree program that immerses students in a living classroom that spans four-continents. During the course of the program, participants are in extended residencies in Atlanta, Rio de Janeiro, and Paris, an intensive field study in Asia, and a week in Washington D.C. Proficiency in a second language and substantial work experience are required of successful applicants.

Graduates receive an MBA degree from Georgia State University, a Masters degree from IAE, and a certificate from COPPEAD. The *Global Partners MBA* received the 2007 Governor's International Award, in the category of *Leadership in International Education* from the State of Georgia. It ranks in the top 100 MBA programs in North America by the Top MBA. Most recently, *Global Partners MBA* and Robinson College's other MBA programs were ranked among the top 100 business schools worldwide for leadership in integrating social, environmental and ethical issues into its MBA programs, according to the Aspen Institute. QS, a leading business school education publication, ranked the *Global Partners MBA* program as number 58 for full-time MBA programs in the USA and Canada in 2012. Also in 2012, IAE de Paris ranked number 29 for full-time MBA programs in Europe by QS.

The *Global Partners MBA* curriculum is organized in a way to deliver a true global perspective. Courses are integrated across the partner schools, providing students with a multi-cultural learning experience, effectively preparing them for a multi-cultural organizational environment. *Global Partners MBA* has two program themes which are reflected in the curriculum: Leadership Practices and Commercial Diplomacy. By studying the practice of leadership, students gain experiential knowledge of effective and ineffective practices, and an understanding of the impact leaders can make on the performance of an organization. Students complete a self-assessment of their respective leadership profile, examine the characteristics of highly successful leaders, and formulate a map for their personal leadership development.

As part of the Commercial Diplomacy theme, students examine the relationship between the public and private sector and its role in international business. They use an organizing framework as a base to develop an in-depth understanding of the regulatory environment, legal issues, and other business concerns that they compare and contrast across four countries and four trading blocks. The theme is delivered throughout traditional class sessions, a short week in Washington, D.C (visiting the U.S. Department of Commerce and other international agencies such as the WTO), a two-day visit to Brussels, Belgium, (visiting the Council of the EU, the European Commission and corporate actors that liaison with the European Institutions), and key company and organizational visits in Brazil and China that exemplify commercial diplomacy at work.

Global Partners MBA culminates in a four-month international internship. The internship provides students with a full-time working experience to build and expand their international competencies. As all students are proficient in a minimum of two languages, it is preferred that the students select an internship that enables them to practice and strengthen one of their languages. During the course of the internship, students must also complete a master thesis that aligns with their internship assignments. The thesis needs to demonstrate a real contribution from the student to a managerial issue of importance to the company.

Master of International Business: Georgia State University's J. Mack Robinson College of Business also offers the Master of International Business (MIB). This academically rigorous, practice-oriented program is taught by the faculty of Robinson's Institute of International Business who are renowned for their excellence as educators, researchers, and advisors to businesses. The MIB meets the needs of aspiring professionals who wish to build a solid background in international business, preparing them for careers in an increasingly globally interconnected and interdependent business environment. Our graduates typically pursue careers with for-profit (multinationals or smaller companies), non-profit organizations (international agencies), or family businesses. The MIB offers an integrative learning experience based on real cases, applications, and experience. It blends a range of strategic, legal, and technical knowledge necessary to conduct business in different world regions. International students will focus primarily on doing business in the U.S. Outside the classroom; participants complete a field study focused on a particular industry, working in teams. MIB students also learn from the program's advisory board – a group of senior business leaders, sharing their real-world insights, guidance and mentoring.

The MIB is a year-long cohort program. Participants proceed as a group through a sequenced curriculum of modules beginning each January. Classes meet at Georgia State University's modern facilities at Buckhead center in the evenings. The rigorous 10-course curriculum provides graduates with in-depth knowledge of international business practice. Courses include: International Business Environment, Commercial Diplomacy, International Entrepreneurship, Legal Aspects of International Business, International Business Negotiation, International Business Field Study, Doing Business in Emerging Markets, and Policy & Strategy in the International Marketplace.

Graduates of Robinson's MIB possess: functional skills to deal with managerial issues in the global marketplace, Intercultural awareness and sensitivity, the ability to analyze the political, legal, economic, and cultural environment of different countries, in-depth functional knowledge, of trade, regulation, and foreign investment worldwide policies, practical skills necessary for doing business in various markets, exposure to the diverse business community of Atlanta and the Southeast U.S., and are able to network with international business executives and join a community of 900 globally minded Atlantans through a free membership to the World Affairs Council.

Campus	International	Georgia & United States
<ul style="list-style-type: none"> • Asian Studies Center • Center for Business Development in Transitional Economies • Center for International Media Education • Center for Latin American and Latino/a Studies • Center for the Comparative Study of Metropolitan Growth • Center for Law, Health, and Society • Center for Research on Atypical Development & Learning • China Research Center • Consortium on Negotiation and Conflict Resolution • Global Language Network • Herman J. Russell Sr. International Center for Entrepreneurship • Institute of International Business • Intercultural Relations • International Center for Public Policy • International Law Enforcement Exchange • International Student Associations Council (ISAC) • International Student and Scholar Services • Language Research Center • Middle East Institute • Modern and Classical Languages • Office of International Initiatives • Study Abroad Programs 	<ul style="list-style-type: none"> • Azerbaijan University, Azerbaijan • Bermuda College, Bermuda • Cairo University, Egypt • Caucasus University, Republic of Georgia • Copenhagen Business School, Denmark • COPPEAD, Federal University of Rio de Janeiro, Brazil • Erasmus University, Netherlands • European Business School, Germany • Federal University of Pernambuco, Brazil • Gazi University, Turkey • Hong Kong Polytechnic University, Hong Kong • Institute for Tourism Studies, China • International U. of Business and Economics, China • Jawaharlal Nehru University, India • Jonkoping International Business School, Sweden • Konkuk University, South Korea • Korea University, South Korea • Lausanne University, Switzerland • Leeds University Business School, U.K. • Ludwig-Maximilians University, Germany • Manchester Business School, U.K. • Monash University, Australia • National Management School, Chennai, India • Peking Business School, China • Poznan University of Economics, Poland • Sabanci University, Turkey • SolBridge International Business School, South Korea • Soongsil University, South Korea • Sorbonne Graduate Business School, France • Southwest Jiaotong University, China • Toulouse University, France • Turgut Ozal University, Turkey • UNIFACS- Bahia, Brazil • Universidad del Salvador, Argentina • Universite de Savoie, France • University of Liechtenstein, Liechtenstein • University of Pretoria, South Africa • University Paris Dauphine, France 	<ul style="list-style-type: none"> • Agio Press • AJC International • <i>Atlanta Business Chronicle</i> • Atlanta Consular Corps • Atlanta Convention & Visitors Bureau • Atlanta Bi-National Chambers of Commerce • Brazilian-American Chamber of Commerce • CARE • Carter Center • Centers for Disease Control • Central Educational Center • CIFAL • City of Atlanta • Clark Atlanta University • The Coca-Cola Company • CNN/Turner • Delta Airlines • Equifax • Federal Reserve Bank of Atlanta • Georgia Department of Economic Development, International Investment and Global Commerce • Georgia Hispanic Chamber of Commerce • Georgia Indo-American Chamber of Commerce • <i>Global Atlanta</i> • Global Affairs Council of Atlanta • Global EXEC Women • Hartsfield-Jackson Atlanta International Airport • Home Depot • Japan-American Society of Georgia • KIA Motors • Kimberly Clark • Lockheed Martin Aero • Metro Atlanta Chamber of Commerce • Morehouse College • NCR • Newell Rubbermaid • Ports of Savannah • Scientific Atlanta • Southern Center for International Studies • Spelman College • State of Georgia • UPS • World Trade Center of Atlanta

This list includes language courses taught at Georgia State in the most recent semester.

Course Number	Course Title
ARBC 1001	Elementary Arabic I
ARBC 1002	Elementary Arabic II
ARBC 1101	Intensive Elementary Arabic
ARBC 2001	Intermediate Arabic I
ARBC 2002	Intermediate Arabic II
ARBC 3001	Advanced Arabic I
ARBC 3002	Advanced Arabic II
ARBC 4502	Modern Arabic Lit In Trans Ctw
ABRC 4890	Independent Study
ARBC 4999	Directed Readings
CHIN 1001	Elementary Chinese I
CHIN 1002	Elementary Chinese II
CHIN 2001	Intermediate Chinese I
CHIN 2002	Intermediate Chinese II
CHIN 3001	Advanced Chinese I
CHIN 3002	Advanced Chinese II
CHIN 3395	Study Abroad
CHIN 3396	Study Abroad
CHIN 3397	Study Abroad
FREN 1001	Elementary French I
FREN 1002	Elementary French II
FREN 2001	Intermediate French I
FREN 2002	Intermediate French II
FREN 3013	Intensive Grammar Review
FREN 3023	Advanced Conversation & Composition
FREN 3033	Intro/Analysis Of Lit Texts-CTW
FREN 3395	Study Abroad
FREN 3396	Study Abroad
FREN 3397	Study Abroad
FREN 4043	French For Intl Business II
FREN 4063	Practicum In French
FREN 4123	Contemporary France-Ctw
FREN 4303	Fr Lit Classical Period
FREN 4414	Special Topics In French Lit
FREN 4414	Special Topics In French Lit
FREN 4990	Independent Study
FREN 4999	Directed Readings
FREN 6063	Contemporary France
FREN 6109	French For Intl Busnss li
FREN 6990	Independent Study
FREN 6999	Directed Readings
FREN 8250	Topics In Hist Of Ideas
FREN 8895	Research
FREN 8999	Thesis Research
GRMN 1001	Elementary German I
GRMN 1002	Elementary German II
GRMN 2001	Intermediate German I
GRMN 2002	Intermediate German II
GRMN 3301	Advanced German I
GRMN 3302	Advanced German II
GRMN 3311	Intro Reading German Lit
GRMN 3395	Study Abroad
GRMN 3396	Study Abroad

GRMN 3397	Study Abroad
GRMN 4414	Topics In German Lit
GRMN 4431	Hon/German For Intl Busnss I
GRMN 4465	Practicum In German
GRMN 4990	Independent Study
GRMN 4999	Directed Readings
GRMN 6990	Independent Study
HBRB 1001	Elementary Biblical Hebrew I
HBRM 1001	Elementary Modern Hebrew I
HBRM 1002	Elementary Modern Hebrew II
HBRM 2001	Intermediate Modern Hebrew I
HBRM 2002	Intermediate Modern Hebrew II
HBRM 4999	Directed Readings Mod Hebrew
ITAL 1001	Elementary Italian I
ITAL 1002	Elementary Italian II
ITAL 2001	Intermediate Italian I
ITAL 2002	Intermediate Italian II
ITAL 3303	Italian Cultural Expression
ITAL 4043	Italian For Intl Business Ii
ITAL 4414	Hon Topics Italian Literature
ITAL 4990	Independent Study
ITAL 4995	Directed Readings B.I.S.-Ctw
ITAL 4999	Directed Readings
JAPN 1001	Elementary Japanese I
JAPN 1002	Elementary Japanese II
JAPN 1101	Intensive Elementary Japanese
JAPN 2001	Intermediate Japanese I
JAPN 2002	Intermediate Japanese II
JAPN 3001	Advanced Japanese I
JAPN 3002	Advanced Japanese II
JAPN 3010	Listening/Pronunciation Clinic
JAPN 3011	Advanced Japanese III
JAPN 3013	Intensive Grammar Review
JAPN 4990	Independent Study
JAPN 4999	Directed Readings
KORE 1001	Elementary Korean I
KORE 1002	Elementary Korean II
KORE 2001	Intermediate Korean I
KORE 2002	Intermediate Korean II
LATN 1001	Elementary Latin I
LATN 1002	Elementary Latin II
LATN 2001	Intermediate Latin
LATN 4070	Sem In Lat Prose & Poetry
LATN 4999	Directed Readings
LATN 6103	Seminar In Latin Poetry
LATN 6999	Directed Readings
PORT 1001	Elementary Portuguese I
PORT 1002	Elementary Portuguese II
PORT 2001	Intermediate Portuguese I
PORT 2002	Intermediate Portuguese II
PRSN 1001	Elementary Persian I
PRSN 1002	Elementary Persian II
PRSN 2001	Intermediate Persian I
PRSN 2002	Intermediate Persian II
RUSS 1001	Elementary Russian I
RUSS 1002	Elementary Russian II
RUSS 2001	Intermediate Russian I
RUSS 2002	Intermediate Russian II
SPAN 1001	Elementary Spanish I

SPAN 1002	Elementary Spanish II
SPAN 1101	Intensive Elementary Spanish
SPAN 2001	Intermediate Spanish I
SPAN 2002	Intermediate Spanish II
SPAN 2101	Intensive Intermediate Spanish
SPAN 2203	Intermediate Spanish III
SPAN 3303	Advanced Grammar I
SPAN 3305	Adv. Conversation & Reading
SPAN 3307	Intro Study Of Lit Texts-Ctw
SPAN 3308	Intro To Spanish Linguistics
SPAN 3310	Hispanic Culture-Ctw
SPAN 3314	Hispanic Literature
SPAN 3395	Study Abroad
SPAN 3396	Study Abroad
SPAN 4405	Span For Intl Busnss I
SPAN 4409	Techniques Of Translation
SPAN 4450	Special Topics In Linguistics
SPAN 4454	Contemp Latin Amer Novel
SPAN 4465	Practicum In Spanish
SPAN 4480	Special Tops: Hispanic Culture
SPAN 4890	Contemporary Mexican Fiction
SPAN 4990	Independent Study
SPAN 4999	Directed Readings
SPAN 6135	Intro:Theory & Pract Of Trans
SPAN 6605	Span For Intl Busnss I
SPAN 6999	Directed Readings
SPAN 7135	Intro:Theory & Prac Of Trans
SPAN 7145	Specialized Translation Ii
SPAN 7151	Spanish For Reading
SPAN 8710	Spec Tops: Span App Lings
SPAN 8845	Lat-Am Lit: Cong To 1900s
SPAN 8880	Spec Topics In Span Lit
SPAN 8895	Research
SPAN 8999	Thesis Research
SWAH 1002	Elementary Swahili II
SWAH 2001	Intermediate Swahili I
SWAH 2002	Intermediate Swahili II
TURK 1001	Elementary Turkish I
TURK 1002	Elementary Turkish II
TURK 2001	Intermediate Turkish I
TURK 2002	Intermediate Turkish II

College	Course Name	Course Number
Arts & Sciences	Intro To African & African-American History	AAS 1140
Arts & Sciences	African-American Family	AAS 3000
Arts & Sciences	African Diaspora	AAS 3120
Arts & Sciences	Issues in African-American Community	AAS 4000
Arts & Sciences	African-American Male/Female Relations	AAS 4030
Arts & Sciences	Women in Africa	AAS 4772
Arts & Sciences	Caribbean Literature	AAS 4890
Arts & Sciences	Pro-seminar African-American Studies	AAS 6000
Arts & Sciences	Theories in African-American Studies	AAS 6005
Arts & Sciences	Survey Of Art I	AH 1700
Arts & Sciences	Survey Of Art II	AH 1750
Arts & Sciences	Survey Of Art III	AH 1850
Arts & Sciences	African Art	AH 4000
Arts & Sciences	Art & Architecture Of Ancient Egypt I	AH 4011
Arts & Sciences	Contemporary African Art	AH 4030
Arts & Sciences	Art & Architecture Of Ancient Rome	AH 4120
Arts & Sciences	Art Of Northern Europe: Renaissance Era	AH 4310
Arts & Sciences	Baroque Art	AH 4400
Arts & Sciences	20th Century Art Of Europe& Us	AH 4610
Arts & Sciences	African-American Art	AH 4620
Arts & Sciences	Art Of Korea	AH 4680
Arts & Sciences	Intro To English Linguistics	AL 2021
Arts & Sciences	Language in Society	AL 3031
Arts & Sciences	Teaching English As A Foreign Language I	AL 3051
Arts & Sciences	Communication Across Cultures	AL 4151
Arts & Sciences	Teaching English As A Foreign Language II	AL 4161
Arts & Sciences	Intercultural Communication	AL 8330
Arts & Sciences	International Internship	AL 8410
Arts & Sciences	Approaches To Teaching Sec/For Language	AL 8450
Arts & Sciences	English Grammar For ESL / EFL Teachers	AL 8460
Arts & Sciences	Practicum: Teaching ESL	AL 8900
Arts & Sciences	Linguistic Analysis	AL 8970
Arts & Sciences	Intro To Cultural Anthropology	ANTH 2020

Arts & Sciences	Archaeology and Prehistory	ANTH 2030
Arts & Sciences	Intro To Linguistic Anthropology	ANTH 2040
Arts & Sciences	GSU Exchange/Non-GSU Study Abroad	ANTH 4850
Arts & Sciences	Anthropology Of Globalization	ANTH 6490
Arts & Sciences	Consumption & Material Culture	ANTH 6080
Arts & Sciences	Mesoamerican Archaeology	ANTH 6170
Arts & Sciences	Visual Culture	ANTH 6470
Arts & Sciences	Anthropology Of Public Culture	ANTH 6520
Arts & Sciences	Methods in Sociocultural Anthropology	ANTH 6670
Arts & Sciences	Modern Arabic Lit in Trans	ARBC 4502
Arts & Sciences	Critical Issues in Contemporary Art	ART 3910
Arts & Sciences	Infectious Disease & Society	BIOL 3021
Arts & Sciences	Parasitology	BIOL 4460
Arts & Sciences	Advanced Chinese I	CHIN 3001
Arts & Sciences	Topics in Chinese Studies	CHIN 3080
Arts & Sciences	Study Abroad	CHIN 3395
Arts & Sciences	It Project Management	CIS 8000
Arts & Sciences	Information System Strategy	CIS 8200
Arts & Sciences	Classical Epic	CLAS 2202
Arts & Sciences	International Cinemas	COMM 6180
Arts & Sciences	International Communication	COMM 6650
Arts & Sciences	Media, Individuals & Society	COMM 8120
Arts & Sciences	Seminar in International Media and Culture	COMM 8730
Arts & Sciences	International Political Economy Of The Media	COMM 8740
Arts & Sciences	Diversity and Human Relations	CPS 3200
Arts & Sciences	World Literature	ENGL 2110
Arts & Sciences	British Literature	ENGL 2120
Arts & Sciences	Intro To Rhetorical & Advanced Composition	ENGL 3050
Arts & Sciences	British-American Culture Seminar II	ENGL 3266
Arts & Sciences	Early British Romantic Lit	ENGL 3600
Arts & Sciences	English Lit: 1900-1945	ENGL 3700
Arts & Sciences	Hon Modern Drama	ENGL 3930
Arts & Sciences	African-American Lit	ENGL 3950
Arts & Sciences	African Literature	ENGL 3965
Arts & Sciences	Caribbean Literature	ENGL 3970

Arts & Sciences	Shakespeare, Earlier Works	ENGL 4130
Arts & Sciences	Classical Rhetoric: Greek	ENGL 8170
Arts & Sciences	Medieval and Renaissance Rhetoric	ENGL 8172
Arts & Sciences	20th Century American/Brit Poet Craft I	ENGL 8203
Arts & Sciences	African American Language	ENGL 8245
Arts & Sciences	Politics & Policy in Education	EPSF 8320
Arts & Sciences	University Teaching: International TA	ESL 7500
Arts & Sciences	International Cinemas	FILM 4180
Arts & Sciences	Global Media and Culture	FILM 4185
Arts & Sciences	Global Ceramic Traditions	FOLK 4050
Arts & Sciences	World Lit. in Trans.	FORL 3300
Arts & Sciences	(TE) Met/Mat-Teaching For Lang:9-12	FORL 6126
Arts & Sciences	Advanced Conversation & Composition	FREN 3023
Arts & Sciences	Study Abroad	FREN 3395
Arts & Sciences	French For Intl Business II	FREN 4043
Arts & Sciences	Practicum in French	FREN 4063
Arts & Sciences	Contemporary France	FREN 4123
Arts & Sciences	Fr Lit Enlightenment	FREN 4403
Arts & Sciences	Global Tourism	GEOG 4410
Arts & Sciences	Environmental Conservation	GEOG 4644
Arts & Sciences	Economic Geography	GEOG 4762
Arts & Sciences	Global Aging and Families	GERO 4119
Arts & Sciences	Global Aging and Social Policies	GERO 8119
Arts & Sciences	Advanced German I	GRMN 3301
Arts & Sciences	Intro Reading German Lit	GRMN 3311
Arts & Sciences	Study Abroad	GRMN 3395
Arts & Sciences	Survey Of German Lit	GRMN 4411
Arts & Sciences	Topics in German Lit	GRMN 4414
Arts & Sciences	German For Intl Business I	GRMN 4431
Arts & Sciences	German Of International Business I	GRMN 6431
Arts & Sciences	German Of International Business II	GRMN 6432
Arts & Sciences	Elementary Biblical Hebrew I	HBRB 1001
Arts & Sciences	Survey Of World History To 1500	HIST 1111
Arts & Sciences	Intro African & African-American History	HIST 1140
Arts & Sciences	Medieval Mediterranean/Islam	HIST 3510

Arts & Sciences	Early Modern Europe, 1500-1789	HIST 3520
Arts & Sciences	Europe Since 1789	HIST 3530
Arts & Sciences	Atlantic World	HIST 3620
Arts & Sciences	War in Europe & American Since 1500	HIST 3625
Arts & Sciences	China and Japan To 1600	HIST 3700
Arts & Sciences	Colonial Latin America	HIST 3720
Arts & Sciences	Topics African American History	HIST 4270
Arts & Sciences	Spec Topic History/Northumbria	HIST 4480
Arts & Sciences	Brit, Ire, & Empire Since 1689	HIST 4550
Arts & Sciences	Modern France	HIST 4570
Arts & Sciences	German History Since 1900	HIST 4580
Arts & Sciences	Russia To 1861	HIST 4590
Arts & Sciences	Russian & Soviet Union Since 1861	HIST 4600
Arts & Sciences	Topics in European History	HIST 4690
Arts & Sciences	East Africa & Horn Of Africa	HIST 4750
Arts & Sciences	Central & Southern Africa	HIST 4760
Arts & Sciences	Western Africa	HIST 4770
Arts & Sciences	Global Urbanization	HIST 4840
Arts & Sciences	Empires	HIST 4860
Arts & Sciences	Topics in World History	HIST 4890
Arts & Sciences	Study Abroad	HIST 4975
Arts & Sciences	Issues & Interpretation in Euro History	HIST 7020
Arts & Sciences	Seminar in The International/Transitional History Of The U.S.	HIST 8080
Arts & Sciences	Seminar in French History	HIST 8254
Arts & Sciences	Mod Brit, Irish & Imp History	HIST 8270
Arts & Sciences	Global Social Movements in Historical Perspective	HIST 8400
Arts & Sciences	Seminar in African History	HIST 8410
Arts & Sciences	Seminar in Latin American History	HIST 8420
Arts & Sciences	Seminar in East Asian History	HIST 8440
Arts & Sciences	Seminar in Middle Eastern History	HIST 8450
Arts & Sciences	Seminar in Atlantic World History	HIST 8460
Arts & Sciences	Directed Research: History Of Europe	HIST 9020
Arts & Sciences	Directed Res: Asia, Africa, Mid East	HIST 9030
Arts & Sciences	Italian Cultural Expression	ITAL 3303
Arts & Sciences	Italian For Intl Business II	ITAL 4043

Arts & Sciences	Hon Topics Italian Literature	ITAL 4414
Arts & Sciences	Advanced Japanese I	JAPN 3001
Arts & Sciences	Reading and Writing in Japanese	JAPN 3082
Arts & Sciences	International Public Relations	JOUR 4665
Arts & Sciences	Jewish Studies Internship	JST 3500
Arts & Sciences	Intermediate Korean I	KORE 2001
Arts & Sciences	Model Arab League	MES 4230
Arts & Sciences	Art & Arch Of Ancient Egypt I	MES 4511
Arts & Sciences	Middle East Studies Internship	MES 4580
Arts & Sciences	Global Health	NURS 4000
Arts & Sciences	Perspective: Comparative Culture	PERS 2001
Arts & Sciences	Science Perspective On Global Problems	PERS 2002
Arts & Sciences	History-Western Phil I Ancient	PHIL 3010
Arts & Sciences	Global Issues	POLS 2401
Arts & Sciences	International Politics	POLS 3400
Arts & Sciences	European Politics	POLS 4240
Arts & Sciences	European Union	POLS 4242
Arts & Sciences	Politics Of Russia/East Europe	POLS 4245
Arts & Sciences	Latin American Politics	POLS 4250
Arts & Sciences	Political Economy Of East Asia	POLS 4255
Arts & Sciences	Political Economy Of Japan	POLS 4256
Arts & Sciences	Gov't & Politics Of South Asia	POLS 4258
Arts & Sciences	Studies in Comparative Politics	POLS 4290
Arts & Sciences	International Organizations	POLS 4421
Arts & Sciences	NGOs and World Politics	POLS 4422
Arts & Sciences	Politics Of International Criminal Justice	POLS 4425
Arts & Sciences	Politics Of International Human Rights	POLS 4427
Arts & Sciences	International Political Economy	POLS 4430
Arts & Sciences	Studies in International Political Economy	POLS 4435
Arts & Sciences	Studies in International Relations	POLS 4490
Arts & Sciences	Model United Nations	POLS 4951
Arts & Sciences	Model Arab League	POLS 4952
Arts & Sciences	Study Abroad	POLS 4996
Arts & Sciences	European Politics	POLS 8240
Arts & Sciences	Pol Of Middle East & N. Africa	POLS 8260

Arts & Sciences	International Political Economy	POLS 8430
Arts & Sciences	International Relations Of East Asia	POLS 8465
Arts & Sciences	Military Conflict and International Security	POLS 8470
Arts & Sciences	Ethics Of International Relations	POLS 8485
Arts & Sciences	Intro To African-American Psychology	PSYC 3520
Arts & Sciences	Intro To World Religions	RELS 2001
Arts & Sciences	Religion and Science	RELS 3060
Arts & Sciences	Survey Of World Religions	RELS 3270
Arts & Sciences	Modern Judaism	RELS 4450
Arts & Sciences	Modern Islam: Tradition & Tran	RELS 4480
Arts & Sciences	Buddhism	RELS 4615
Arts & Sciences	Global Perspectives On Violence Against Women	SOCI 4050
Arts & Sciences	Issues in African-American Community	SOCI 4310
Arts & Sciences	African -Am Male/Female Relationships	SOCI 4311
Arts & Sciences	Hispanic Culture	SPAN 3310
Arts & Sciences	Study Abroad	SPAN 336
Arts & Sciences	Span For Intl Business I	SPAN 4405
Arts & Sciences	Contemporary Latin American Novel	SPAN 4454
Arts & Sciences	Contemporary Mexican Fiction	SPAN 4890
Arts & Sciences	Cultural Studies	SPAN 8603
Arts & Sciences	History Of Spanish Language	SPAN 8800
Arts & Sciences	Western Theatre	THEA 4070
Arts & Sciences	African-American Theatre	THEA 4090
Arts & Sciences	Sexuality and Gender in Asia	WGSS 6240
Arts & Sciences	Globalization & Gender	WGSS 8002
Arts & Sciences	Queer Identities	WST 3356
Arts & Sciences	Globalization and Gender	WST 4845
Arts & Sciences	Feminist Theories	WST 8001
Business	International Accounting Practices	ACCT 8090
Business	Advanced Federal Taxation	ACCT 8120
Business	Advanced Accounting Topics	ACCT 8130
Business	Seminar in Management Accounting Systems	ACCT 8310
Business	Spec Topics in Fin Accounting	ACCT 8420
Business	Advanced Topics in Assurance Services	ACCT 8610
Business	Global and Business Practice	BUSA 3000

Business	International Information Technology Issues & Policy	CIS 8220
Business	Emerging Markets and Global Models For Business	EDB 9040
Business	Global Economic Systems & Issues	EDB 9060
Business	International Management Practices	EMBA 8650
Business	Foundations in International Finance	FI 4040
Business	Global Portfolio Management	FI 4240
Business	Valuation Of Fin Assets	FI 8000
Business	Survey Of International Finance	FI 8040
Business	Global Legal and Regulatory Issues	GMBA 8030
Business	Information Technology and Global Competition	GMBA 8120
Business	Global Operations and Logistics I	GMBA 8150
Business	International Finance I	GMBA 8170
Business	International Affairs and Economic Integration	GMBA 8190
Business	Information Technology and Global Competition II	GMBA 8220
Business	Global Operations and Logistics II	GMBA 8250
Business	International Finance II	GMBA 8270
Business	Airline Management	HADM 4400
Business	International Special Event Management	HADM 8750
Business	International Business Operations	IB 3090
Business	International Trade Management	IB 4020
Business	International Business Legal Issues	IB 4080
Business	Intro To International Entrepreneurship	IB 4100
Business	International Business Field Study	IB 4391
Business	Legal Aspects Of International Business	IB 8080
Business	International Business Environment	IB 8090
Business	International Entrepreneurship	IB 8100
Business	Bus in Emerging Markets	IB 8180
Business	Directed Read in International Bus	IB 8389
Business	International EXCHANGE PROG CREDIT	IB 8400
Business	International BUS INTERNSHIP	IB 8500
Business	Special Topics in International Business	IB 8550
Business	International Business Negotiation	IB 8630
Business	Tech & Global Competition	IB 8680
Business	Global Operations Management	IB 8690
Business	International Info Technology Issues and Policies	IB 8710

Business	Policy and Strategy in The International Marketplace	IB 8990
Business	Seminar in IB Theory	IB 9910
Business	Cultural Frameworks and Cross-Cultural Behavior	IB 9920
Business	Global Inter-Organizational Relationships	IB 9930
Business	Managing Risk in Global Business Transactions	LGLS 4080
Business	International Bus Legal Issues	LGLS 4090
Business	Managing Global Economy	MBA 8000
Business	Corporate Finance	MBA 8135
Business	Global Competitive Strategy	MBA 8820
Business	Global Systems Sourcing	MIT 8210
Business	International Marketing	MK 4600
Business	Marketing Strategy	MK 4900
Business	International Real Estate	RE 8600
Business	International Risk and Insurance	RMI 8350
Education	Issues in International Education	ECE 4700
Education	Reading World 21st Century Texts	EDRD 3400
Education	Field Experiences in International Education	EDUC 7777
Education	Globalization and Education Policy	EPSF 8330
Education	International Experience in Sport and Exercise Science	KH 3680
Education	Cultural Issues For Bilingual/ESL Teachers	TSLE 7260
Law	International Environmental Law	LAW 7201
Law	Cross-Cultural Communication in International Dispute Resolution	LAW 7208
Law	International and Comparative Health Law	LAW 7255
Law	International Law	LAW 7273
Law	International Criminal Law	LAW 7274
Law	International Business Transactions	LAW 7275
Law	International Human Rights	LAW 7277
Law	International Moot Court	LAW 7280
Law	International Trade Seminar	LAW 7285
Law	International and Foreign Legal Research	LAW 7288
Law	International Perspectives On Urban Policy	LAW 7397
Law	Public International Law	LAW 7425
Law	United States Taxation Of International Transactions	LAW 7496
Law	Dispute Resolution For International Transactions	LAW 7619
Law	International Transactions	LAW 7621

School of Policy Studies	The Global Economy	ECON 2100
School of Policy Studies	The Global Economy	ECON 2105
School of Policy Studies	Principles Of Macroeconomics	ECON 2106
School of Policy Studies	Principles Of Microeconomics	ECON 3900
School of Policy Studies	Macroeconomics	ECON 3910
School of Policy Studies	Microeconomics	ECON 4210
School of Policy Studies	Money and Credit	ECON 4500
School of Policy Studies	Economic Development	ECON 4600
School of Policy Studies	Health Economics	ECON 4610
School of Policy Studies	International Trade	ECON 4800
School of Policy Studies	International Finance	ECON 4810
School of Policy Studies	International Public Economics	ECON 8470
School of Policy Studies	Economics Of Global Finance	ECON 8860
School of Policy Studies	Regional Economics	ECON 9330
School of Policy Studies	International Trade Theory	ECON 9800
School of Policy Studies	International Monetary Economics	ECON 9880
School of Policy Studies	International Nongovernmental Organizations	PMAP 8201
School of Policy Studies	Managing in The Global Economy	PMBA 8000
School of Policy Studies	Global Social Work Practice, Policy and Research	SW 4440
School of Nursing & Health Professions	Global Health	NURS 4000
School of Nursing & Health Professions	International Nutrition	NUTR 3800
School of Public Health	Global Water, Sanitation and Hygiene	PH 7297

Legend:

Objectives are represented with numeric numbering.

Project categories under each objective are represented with numeric and alpha numbering such as:
1b. Undergraduate Curriculum Internationalization and Enrichment (S.T. Cavusgil,). The names in parentheses display the individual(s) responsible for the evaluation of each category of activities.
Year column is the years that the projects will be implemented. For example, 2014-16 indicates that the project will be implemented in academic years 2014-15 and 2015-16.

Projects are represented with bullet-points. The names in parentheses indicate the responsible party for implementation for each project. The Type / Initiative column displays the scope of each project.

IIB: The Institute of International Business

RCB: J. Mack Robinson College of Business

GSU: Georgia State University

1. Interdisciplinary Programs in Business, Foreign Language, International Studies, and Professional Curricula

OBJECTIVES, PROJECTS, AND RESPONSIBLE PARTIES	TYPE / INITIATIVE	YEAR
1a. National Project for Articulating the Core Body of Knowledge for the Introductory course in International Business and Resource Dissemination: This project aims to continue articulation of the core body of knowledge for teaching of the first course in International Business. The project will produce and widely disseminate pedagogical resources to faculty nationally. These include teaching materials for the Spanish-language section of the introductory course, which has been taught at Georgia State for some 15 years, and the newer French, Chinese and Arabic sections. Teaching resources will be disseminated via a dedicated online portal and through workshops and seminars. This is a collaborative effort with the participating institutions and CIBER's in the MSI Consortium and the Southeast U.S. Consortium for Teaching International Business . (S. T. Cavusgil, M. White)	Continuing initiative designed to serve business faculty nationally	2014-18
1b. Undergraduate Curriculum Internationalization and Enrichment		
<ul style="list-style-type: none"> <i>Freshman Learning Community</i> course with the international business theme. Developed in 2010 with the support of GSU-CIBER, this freshmen-level course provides early exposure to the global economy and internationalization of firms (M. White) 	Existing course will be refined and new teaching materials will be developed	2014-18
<ul style="list-style-type: none"> Integration of business ethics and global citizenship themes into core business requirement, <i>BUSA 3000</i> (M. Dakhli) 	Course refinement and updated teaching materials	2014-18
<ul style="list-style-type: none"> <i>Certificate in International Business</i>; Enrichment of the undergraduate specialization in international business with additional course and study abroad modules (M. Dakhli) 	Development of new options	2014-18
<ul style="list-style-type: none"> Honors section of <i>BUSA 3000</i> Introductory International Business class (M. White) 	Course refinement and updated teaching materials	2014-18

1c. Business Language Curriculum Enrichment		
<ul style="list-style-type: none"> Spanish section of <i>BUSA 3000</i> Introductory International Business course: This all Spanish-language section of the core IB course, taught at GSU for more than a decade, will be strengthened with new pedagogical materials. (F. Doria) 	Existing course will be refined and new teaching materials will be developed	2014-18
<ul style="list-style-type: none"> French language section of <i>BUSA 3000</i> Introductory International Business class: Similar to Spanish-language core IB course, this new offering will be offered for students proficient in French and would like to study the course in French. (I. Ketata) 	Existing course will be refined and new teaching materials will be developed	2014-18
<ul style="list-style-type: none"> <i>Spanish for International Business I & II-- SPAN 4405 & 4407</i>: Developed with the support of GSU-CIBER, this course will continue strengthening of the Language and International Business Concentration with internship requirement in a Spanish-speaking country. (W. Nichols) 	Program enrichment	2014-18
<ul style="list-style-type: none"> <i>German for International Business I & II-- GRMN 4431 & 4432</i>: Developed with the support of GSU-CIBER, this course will continue strengthening of the Language and International Business Concentration with internship requirement in a German-speaking country. (R. Huff) 	Program enrichment	2014-18
<ul style="list-style-type: none"> <i>Italian for International Business I & II-- ITAL 4042 & 4043</i>: Developed with the support of GSU-CIBER, this course will continue strengthening of the Language and International Business Concentration with internship requirement in a Italian-speaking country. (M. D'Arienzo) 	Program enrichment	2014-18
<ul style="list-style-type: none"> <i>French for International Business I & II-- FREN 4042 & 4043</i>: Developed with the support of GSU-CIBER, this course will continue strengthening of the Language and International Business Concentration with internship requirement in a French-speaking country. (W. Nichols) 	Program enrichment	2014-18
<ul style="list-style-type: none"> Chinese language section of <i>BUSA 3000</i> Introductory International Business class: Similar to Spanish-language core IB course, this new offering will be offered for students proficient in Chinese and would like to study the course in Chinese. (L. Liu) 	New course offering	2015-18
<ul style="list-style-type: none"> Arabic language section of <i>BUSA 3000</i> Introductory International Business class: Similar to Spanish-language core IB course, this new offering will be offered for students proficient in Arabic and would like to study the course in Arabic. (I. Ketata) 	New course offering	2015-18
<ul style="list-style-type: none"> <i>Literature for Students of International Business -- SPAN 4445</i>: Developed with the support of GSU-CIBER, this course will continue strengthening of the Language and International Business Concentration with internship requirement in a Spanish-speaking country. (W. Nichols) 	Program enrichment	2014-16
1d. Graduate Curriculum Internationalization and Enrichment		
<ul style="list-style-type: none"> <i>Master of International Business - Doing Business in the U.S. Track</i>: Revamped with the support of GSU- 	New cohort of existing master's program; Existing	2014-18

CIBER, this new cohort of the popular MIB degree program, now in its 2nd year, will be offered with new topics, speakers, and study tours. (J. Boers)	program will be refined and new teaching materials will be developed	
<ul style="list-style-type: none"> <i>Global Partners MBA</i>: Now in its ninth year, this full-time, 14-month, dual degree program immerses students in a living classroom that spans four-continents. Refinements will be made to the curriculum, internship arrangements, recruitment and placement activities. (T. Nelson) 	Curriculum revision and enrichment	2014-18
<ul style="list-style-type: none"> <i>Global MIB</i> – This dual degree program will be launched in 2015 in collaboration with Leeds University Business School (LUBS), in the U.K. A variation of our Master of International Business degree program, Global MIB will provide exposure to two complementary curriculum taught by both GSU and LUBS faculty, and commercial environments of two countries – the U.S and the U.K. (R. Phillips) 	New Program	2015-18
<ul style="list-style-type: none"> <i>Commercial Diplomacy</i> course for full-time MBA students: Successfully offered for our Global MBA students, this course will now be offered for all MBA students. It addresses the central question of how companies relate to a broader environment that includes political/legal/economic risk assessment, business/government relations, relations with nongovernmental organizations and the larger civil society. (H. Kim) 	New course offering	2014-18
<ul style="list-style-type: none"> <i>Master of International Business (MIB) and Information Technology</i>: This option enables MIB students to acquire considerable expertise in information technology. As such, this career path prepares tomorrow's leaders in an increasingly information-dependent global marketplace. (R. Phillips) 	Curriculum revision and expansion	2015-16
<ul style="list-style-type: none"> <i>Master of Business Administration (MBA) with Concentration in International Entrepreneurship</i>: This program of study provides MBA students with the knowledge and practical skills in global entrepreneurship. (S. Nifadkar) 	Curriculum revision and expansion of internship experiences	2014-18
1e. Executive Doctorate in Business: <ul style="list-style-type: none"> Designed for senior business executives, this new RCB offering aims to advance the development and practice of effective organizational leadership in global organizations. A specialized course of study imparts knowledge and expertise required to identify, understand, and successfully address interdisciplinary, big-picture issues that characterize global business management today. (L. Mathiassen, M. Kalnitz) 	Continuing program	2014-18
1f. New Doctoral Courses in International Business		
<ul style="list-style-type: none"> <i>Cross-Cultural Frameworks</i>: Conceptual foundations of culture and how culture affects organizational behavior in comparative and multicultural contexts. Also addressed are critical methodological issues in implementing a cross cultural study, with a particular focus on psychometric considerations, as well as recent research on how cultures vary. (L. A. Liu) 	Curriculum revision and expansion	2014-18

<ul style="list-style-type: none"> • <i>Buyer-Seller Relationships in International Channels:</i> Examination of business-to-business relationships in international business. Governance, disputes, conflict resolution, and channel cooperation issues. (D. Bello) 	Curriculum revision and expansion	2014-18
<ul style="list-style-type: none"> • <i>IB 9910 - Doctoral Seminar in International Business Theory/International Business Theory -- The Origins and Future of International Business:</i> Survey of seminal works leading to a synthesis of multiple schools of thought and on how these core disciplines influence IB. (S.T. Cavusgil) 	New course offering	2014-18
1g. Interdisciplinary Study Abroad Courses		
<ul style="list-style-type: none"> • Development of additional study abroad courses and refinement of existing programs for RCB students. Currently we offer more than a dozen RCB programs and more than 40 GSU study abroad programs, including the CIBER created and supported Global Business in Media program to Istanbul and Budapest. (This innovative program has been recognized as a unique <i>Study Abroad with Peers Program</i>.) (S. Powers, P. Carrillo, S. Eroglu) 	Additional programs and locations	2014-18
<ul style="list-style-type: none"> • Study Abroad tours for PMBA (Professional MBA) students (J. Boers) 	Program refinement with new destinations	2014-18
<ul style="list-style-type: none"> • Study Abroad tours for EMBA (Executive MBA) students (J. Boers) 	Program refinement with new destinations	2014-18
<ul style="list-style-type: none"> • Study Abroad Scholarships: Currently, the Institute of International Business makes awards totaling \$117,500 annually, made possible from donations received from the corporate community and alumni, including scholarships from Coca-Cola, CNN, global Atlanta, and the Turkish Coalition of America, secured with the assistance of CIBER. Scholarships help defray cost of participating in study abroad programs. New donations will be sought from GSU alumni and friends in order to award a larger number of scholarships. (P. Huntley) 	Continued activity to make study abroad affordable	2014-15
1h. Development of International Internships for Students		
<ul style="list-style-type: none"> • <i>Volunteer Internationalization Corps:</i> new intensive program designed to match select undergraduate students with internationally-focused companies in Atlanta to address and complete real and specific projects, under the guidance of faculty and a corporate mentor. (J. Aldrich, S. Conroy) 	New initiative	2014-2018
<ul style="list-style-type: none"> • <i>Master of International Business</i> student internships: Students are assisted with the identification of internships abroad, typically in a country matching their second language proficiency. (J. Boers) 	Program expansion	2014-18
<ul style="list-style-type: none"> • <i>Global Partners MBA</i> internships: With the participation of Robinson's Career Management Center, students are prepared to for the challenges and opportunities of career paths in IB. They also receive assistance with internships abroad, typically in a country matching their second language proficiency - a mandatory component of the <i>Global Partners MBA</i> degree. (K. Loch) 	Program expansion	2014-18
<ul style="list-style-type: none"> • <i>Student Success Program:</i> An experimental pilot 	New Initiative	2015-18

project designed to identify, develop, and track high-potential students who join the university with academic and financial disadvantages. (<i>Eric Joiner</i>)		
<ul style="list-style-type: none"> · Cultivating Internships with <i>Bi-National Chambers of Commerce</i> located in Atlanta: There are 42 bi-national chambers of commerce and more than 60 official and honorary consulate offices in Atlanta. This initiative will seek to increase internship assignments with the consulate corps and foreign chambers. (<i>S. T. Cavusgil</i>) 	Program expansion	2010-14
1i. Co-Curricular Activities to Enrich Student Experiences		
<ul style="list-style-type: none"> · Southeast Consortium Case Challenge Competition: A bi-annual event, the GSU-CIBER hosted Case Challenge brings together about 40 students from 8-10 universities in our Southeast Consortium, and places them in groups of four to solve a real-world business problem. The challenge provides the students with the opportunity to meet students from other universities as well as gain insight of real-world international business issues. The program provides students with presentation and leadership skills and experience, while requiring that every student on each team is from a different university and majoring in a distinct field area. The fields represented during the Case Challenge are Finance (including Accounting), Marketing, and Management and Operations. (<i>D. Foster, M. White</i>) 	Continuing initiative	2015, 2017
<ul style="list-style-type: none"> · International Teaching Assistant Orientation Program: Design and implement week-long orientation and training program for non-U.S. teaching and research assistants, prior to Fall semester. Objectives include familiarizing international teaching assistants with the University, community, and various resources for coping with their new environment. Program will also create cross-cultural experiences, mixing U.S. students with new international students. (<i>D. Foster, H. Housley</i>) 	Continuing initiative among several units of GSU (Office of Int'l Initiatives, Office of Int'l Students & Scholars, and Applied Linguistics & ESL, Arts & Sciences)	2015-18
<ul style="list-style-type: none"> · Annual Student Business Plan Competition for New International Ventures. Student teams assist regional entrepreneurs in the development of international market expansion plans. Executives from Atlanta business community judge best business plans. (<i>R. Gemmell</i>) 	Expansion of existing student plan competition to international market expansion projects.	2014-18
<ul style="list-style-type: none"> · International Business Alliance: The IBA is a student-run organization founded in 1992 and dedicated to enriching RCB students' professional experiences with international executives while they are pursuing their studies. The IBA draws on the wealth of cultural diversity and experience available from the business community in Atlanta. While continuing the successful Mentoring Program, IBA will also pursue new initiatives. (<i>D. Foster, M. White</i>) 	Continuation of Current Activities to include: <ul style="list-style-type: none"> · The Mentor Program · Speakers Forum · Company field visits and briefings · Dine & Unwind Series 	2014-18
<ul style="list-style-type: none"> · AIESEC GSU Chapter Enrichment: AIESEC is the world's largest student organization present in over 100 countries with more than 35,000 members. AIESEC-GSU was launched in 2009 and is busy cultivating internship opportunities in the Atlanta business community. IIB faculty and CIBER will 	Assistance to AIESEC-GSU as it provides leadership opportunities to its student members through international internship development	2014-18

continue to assist the leadership of this student organization through introductions to business leaders and event planning. (J. Boers)

2. Less Commonly Taught Languages and Interdisciplinary Programs for Foreign Language and International Studies Faculty & Advanced Students

Objectives, Projects, and Responsible Parties	Type/Initiative	Year
<p>2a. Language Resource Center for Less Commonly Taught Languages: Georgia State University already offers courses in nine less commonly taught languages (LCTLs), some at intermediate and advanced levels. CIBER will partner with the new LRC, uCentral, to facilitate teaching resources and faculty development as well as dissemination of pedagogical materials for instructors. The new center will bring focus on LCTLs and provide coordination to various units across GSU that shepherd instruction in these languages. GSU-CIBER will specifically assist with initiatives and planned conferences to emphasize Global Languages to high school students here in the Southeast U.S. region. (G. Torres, IT Specialist TBD)</p>	<p>New center development Course refinement; new pedagogical material development; faculty development; linkage agreements with universities in respective countries; addition of a LCTL Center Coordinator</p>	2014-18
<p>2b. Expansion of Intermediate and Advanced Sections for Select LCTLs: Courses already offered at the Elementary and Intermediate levels are indicated below. Arabic and Hebrew are also taught at the Advanced level. Advanced sections are needed for those courses that are asterisked (**):</p> <ul style="list-style-type: none"> • Arabic • Chinese (Mandarin)** • Hebrew (Modern)** • Japanese** • Korean** • Portuguese** • Russian** • Swahili** • Turkish** <p>(W. Nichols)</p>	<p>Expand advanced section offerings to: Mandarin, Japanese, Korean, Portuguese, Russian, Swahili, and Turkish.</p>	2014-18
<p>2c. Language Learning Technologies for LCTLs: GSU language faculty have been implementing cutting-edge pedagogical tools in teaching Spanish. Extensive use is being made of Desire2Learn, Quia, computer-assisted instruction programs, and other online components. Language faculty will adopt these innovations and tools for teaching LCTLs, based on the experience gained with teaching Spanish. Faculty with expertise and experience with these instructional technologies will train and supervise instructors of LCT languages. (G. Torres)</p>	<p>Continue of application of state-of-the-art instructional technologies to teaching of LCTLs</p>	2015-18
<p>2d. Supplementing LCTLs with Study Abroad and Work Abroad Components. Opportunities for study abroad in China, Korea, Japan, the UAE, and Turkey are already in place, with the support of CIBER, and students were recently sent to study at our partner school, Gazi University in Turkey, in a summer program. Faculty wish to supplement the existing semester-long opportunities with shorter-term study tours, matching the destination country with the language of studied. Summer programs are expected to attract about 80-100 participants which, in turn, will help increase enrollments in LCT language programs. (J. Liu, J. Billetdeaux, W. Nichols)</p>	<p>Integrating study abroad and internships with LCTL studies</p>	2014-18

<p>2e. Business Arabic Program: GSU is one of the few U.S. universities where Arabic is taught at the elementary, intermediate, and advanced levels, and already employs two Arabic speaking business faculty members. GSU wishes to offer a Business Arabic course on a regular basis. This offering will respond to the needs of an increasing number of business students enrolled in Arabic courses. In particular, students enrolled in <i>Five-Year Joint Degree</i> programs will benefit. A prime example is the <i>Master of International Business (MIB)</i> and <i>Master of International Affairs (M.A.)</i> Program, offered in collaboration with the Department of Political Science. (Business Arabic Instructor, TBD)</p>	<p>New program initiative</p>	<p>2015-18</p>
<p>2f. Enrichment of Arabic Language Programs: In addition to offering courses in Business Arabic, GSU aims to enrich Arabic studies in following ways: First, new study abroad opportunities will be sought for students of Arabic. Cairo University and Alexandria University in Egypt are initial prospects as they are already GSU partners. Other Arabic speaking countries will also be considered. Second, a joint <i>Master of International Business (MIB)</i> and a B.S. in Arabic will be launched. Joint degree program in MIB is already offered for those specializing in Spanish, French, and German. (W. Nichols, I. Ketata)</p>	<p>Enrichment of existing program</p>	<p>2014-18</p>
<p>2g. Enrichment of the Turkish Language Program: Initiatives include: First, a summer intensive Turkish course will be offered to meet the demands of students who wish to acquire language skills in a concentrated period, and to respond to the recent rise in enrollments. Second, GSU has plans to enter into a formal relationship with the Turkish Learning Research and Application Centre (TÖMER) of Gazi University (Ankara, Turkey) to arrange for advanced level learners of Turkish to pursue intensive language and cultural studies there. With the support of CIBER, study abroad opportunities to Turkey have been created; expansion of these programs into semester or year-long opportunities will be created to allow GSU students acquire language skills through immersion training in Turkey. (W. Nichols, S. Eroglu, S. T. Cavusgil)</p>	<p>Enrichment of existing program</p>	<p>2014-18</p>
<p>2h. Business Language Conference: GSU-CIBER will co-sponsor the conferences hosted by different CIBER's each year. Through the workshop, GSU and partner school faculty will acquire content, resources and pedagogical tools for teaching a foreign language in the context of culture and international business. In addition to sponsoring the conference, GSU-CIBER covered the travel costs for two foreign language faculty members, Drs. Shuai Li & Sophie Kartochian, to attend the 16th Annual CIBER Business Language Conference in Park City, Utah.</p>	<p>Continuation of existing program</p>	<p>2014-18</p>
<p>2i. Bachelor of Arts in Interdisciplinary Studies with a Concentration in Middle East Studies: This degree program provides students with the opportunity to acquire expertise in the interdisciplinary field of Middle East Studies. Students study courses from multiple disciplines, including business and economics, political science, history, geography, and religious studies. They are required to develop proficiency in Arabic, Turkish, Hebrew, or another language appropriate to the Middle East. Personalized program of study leading to an interdisciplinary undergraduate degree combining area studies and languages. Currently the following options are offered: Asian Studies, Middle Eastern Studies, and Language Studies. The MES major prepares students for graduate school or for</p>	<p>Strengthening of the language component of existing degree program; development of additional area-specific courses including Study Abroad course modules.</p>	<p>2014-18</p>

careers in government, business, the non-profit sector or the military. (G. Torres, J. Billetdeaux)		
2j. Undergraduate Dual Degree Program in International Economics & Modern Languages; in collaboration with the University of Venice, Italy, and University of Versailles, France. Students complete the requirements for the Economics and Management degree plus integrate language mastery in Italian and English, and intermediate proficiency in French. (W. Nichols)	Enrichment of existing program that allows for curriculum sharing and language mastery	2014-18
2k. B.A. Degree in European Business Studies and Modern Languages; with concentrations in French, German, Italian, and Spanish. Modeled after the <i>International Economics & Management and Modern Languages</i> degree, language faculty proposes to create a new B.A. degree in European Studies and Modern Languages with concentrations in French, German, Italian, or Spanish. (W. Nichols, G. Torres)	New degree program	2015-18
2l. Joint Five Year International Business and International Studies / Foreign Language Degree Programs		
<ul style="list-style-type: none"> Master of International Business (MIB) and Master of International Affairs (M.A.) Program: Building on the revamped, one-year MIB program, this interdisciplinary program leads to a Master of International Business (MIB) degree and a Master of Arts (International Affairs) degree following 48 semester hours of study, in collaboration with the Department of Political Science. (D. Bello, J. Boers) 	Curriculum revision and expanded recruitment	2014-18
<ul style="list-style-type: none"> Master of International Business (MIB) and B.S. in French/German/Spanish: Building on the revamped, one-year MIB program, high-achieving undergraduate students of French, German, or Spanish, earn a Masters of International Business by completing a rigorous international business curriculum and study/work abroad program (C. Manning) 	Curriculum revision and expansion of work and study abroad programs	2014-18
2m. Faculty Development Grant Program: Continuing the program developed and implemented in 2011, grants will be provided to faculty on a competitive basis in order to facilitate interdisciplinary research and teaching. Eligible to apply are: Foreign language faculty, international and area studies faculty, and business faculty.	Continuation & expansion	2014-18
2n. Staff Development Grants: Professional development grants to GSU staff involved in managing Study Abroad programs	New initiative	2014-18
2o. Orientation Program for First-Time Study Abroad Faculty Leaders: Formal seminar series to familiarize faculty with the tasks and responsibilities associated with leading study abroad programs, offered to GSU faculty and members of the SE Us consortium of Higher Education established by CIBER in 2011. Past Study Abroad Workshops held in August 2011, February 2012 & March 2013 focused on <i>Developing Study Abroad Programs</i> , <i>Building an Innovative Study Abroad Program</i> , and <i>Recruitment & Risk Management</i> . (D. Foster, J. Billetdeaux)	Continuing initiative	2014-18
2p. International Centers of Excellence Initiatives		
The Americas Program at the Carter Center: The Americas Program works to enhance the quality of	New initiatives exploring the intersection of democracy and	2014-18

democracy and make it more accountable to citizens in the region. Projects aim to strengthen regional capacities to promote democracy, transform and prevent conflicts, and improve democratic governance. (J. McCoy)	growing economies	
Center for Latin American and Latino/a Studies (CLALS): Collaborative projects with CLALS include: (a) <i>Lecture Series</i> on the increasing internationalization of Latin American cultural industries (film, music, television, etc) and its impact on the development of new varieties of Latin American national identities; (b) Research grants for faculty and graduate students focused on the development of Latin American national identity through cultural products; and (c) Annual symposium dedicated to the issue of free trade and its impact on the adoption of cultural products throughout the Americas, leading to an edited scholarly book. (L. Marsh)	New initiatives that explore international business phenomena within the Latin American context	2014-18
Center for International Media Education (CIME): CIME is an internationally renowned center of excellence devoted to facilitation of teaching, research, and service dedicated to journalism practices around the world. GSU-CIBER will collaborate with the CIME to facilitate such events as the <i>World Media Forum</i> and projects <i>Journalism Education in China</i> , and publications <i>Journal of Middle East Media</i> . (S. Powers)	New interdisciplinary collaboration to infuse international business themes	2014-18
China Research Center: a non-profit organization dedicated to research and education about contemporary China. A long-established educational and research institute, China Research Center is now housed at Georgia State University's IIB. Lead by Dr. Penny Prime, the Center serves as a vehicle to collaborate with the business and academic community via educational outreach, key events, and a host organization for visiting Chinese scholars. (P. Prime)	New interdisciplinary collaboration to infuse international business themes	2014-18
Center for the Comparative Study of Metropolitan Growth, College of Law: New research projects proposed for implementation under the auspices of GSU-CIBER include: (a) Environmental Law Capacity-Building in the CAFTA-DR Countries; (b) Trade and keeping dynamic urban areas: The challenge of green space preservation and community health in the face of development pressures; and (c) Building sustainable water infrastructure and coping with population increase and development pressures. (J. Juergensmeyer)	New interdisciplinary research exploring the intersection of trade, urban growth, and environmental law.	2014-18
International Law Enforcement Enterprise and Exchange: GSU-CIBER will partner with this GSU center of excellence to support research, training, and outreach activities devoted to terrorism, counterterrorism, homeland security, cyber-crime, and best practice development. (L. Teel)	New interdisciplinary collaboration to infuse international business themes	2014-18
The Middle East Institute (MEI): Initiatives of the MEI with respect to Arabic and Turkish instruction were discussed elsewhere. In addition, GSU-CIBER will partner with the MEI to implement additional collaborative projects.	Expanded interdisciplinary collaboration in research, outreach and joint event development	2014-18
Asian Studies Center: GSU-CIBER will partner with the center to further the missions of coordinating cultural, artistic and scholarly activities related to Asia and Asian Americans through travel, teaching and research, promoting undergraduate education on Asia via an Asian Studies major and curriculum, and coordinating and supporting research and teaching among the various faculty and programs at GSU which have an Asian component. (K. Reimann)	Expanded interdisciplinary collaboration in research, outreach and joint event development	2014-18

3. Collaboration with Educational Institutions, Associations, and Businesses

OBJECTIVES, PROJECTS, AND RESPONSIBLE PARTIES	TYPE / INITIATIVE	YEAR
3a. Southeast U.S. Higher Education Consortium for International Business: GSU-CIBER formed this consortium, of a collaborative higher education community composed of 40 two-year, four-year, and historically black colleges in Georgia, Alabama, Kentucky, Tennessee, North Carolina, and South Carolina in 2010. The consortium serves as a clearinghouse for faculty development, teaching material preparation, and resource sharing. Students at Consortium schools participate in jointly sponsored study abroad and work abroad programs. Florida International University and the University of Miami are co-sponsors. (E. Picard, D. Foster)	Expansion of collaborative initiative with the leadership of GSU-CIBER.	2014-18
3b. Minority Serving Institution Consortium: GSU-CIBER will take over the leadership of this CIBER Consortium, previously led by the Memphis CIBER. For over a decade, more than dozen CIBERs served as mentors and provided faculty development and grant writing assistance to several dozen HBCU's (Historically Black Colleges and Universities). Expanded and enriched, the new MSI program will now include the Hispanic Serving Institutions (HSIs) and other Minority Serving Institutions (MSIs). Several additional CIBERs already pledged their support for 2014-2018, as well as many MSI's. GSU-CIBER plans to continue supporting the study abroad initiatives and successful faculty development programs. Globalization Seminars taught in Memphis for over 20 years will now move to Atlanta. Additional activities will be added, based on MSI partners' input. These may include more hosted workshops and seminars on teaching international business, research, and hosting study abroad programs. (S. T. Cavusgil; D. Foster)	Academic outreach and faculty development assistance to Minority Serving Institutions, lead by GSU-CIBER and involving 12 CIBERs and 13 MSIs	2014-18
3c. Metro Atlanta Chamber of Commerce Partnership: GSU-CIBER provides technical assistance to the Global Commerce team of the Metro Chamber. Illustrative projects include: GSU-CIBER's US Latin America Trade (USLAT) facilitation project, trade missions to foreign commercial centers, <i>GO Global</i> executive coaching project, and the SEUS-CP Alliance Conference (S outh E astern U nited S tates - C anadian P rovinces Alliance) (P. Carrillo, P. Sherman, F. Doria)	Significant expansion	2014-18
3d. Training and Advisory Support on Exporting and International Trade through Regional Partners.		
<ul style="list-style-type: none"> State of Georgia, Department of Economic Development, International Investment and Global Commerce (M. Dakhli) 	Significant expansion	2014-18
<ul style="list-style-type: none"> Metro Atlanta Chamber of Commerce (M. Dakhli) 	Continued partnership	2014-18
<ul style="list-style-type: none"> Hartsfield-Jackson Atlanta International Airport (world's busiest passenger airport; more than 500 direct flights daily to cities throughout the U.S., Canada, Latin American, the Caribbean, Europe and Asia) and The Port of Savannah (Savannah, Georgia, seaport is the 4th busiest in the nation. On a given day, about 3,500 trucks roll in and out of the Savannah terminal, bringing cargo to and from some 45 ships that dock at Savannah's Garden City terminal.) (P. Sherman) 	New initiative	2014-18

<ul style="list-style-type: none"> World Trade Center of Atlanta (P. Sherman) 	Continued partnership	2014-18
<p>3e. Atlanta Consular Corps and Bi-National Chambers of Commerce Alliance for International Business: There are 42 bi-national chambers of commerce in Atlanta, with more than 60 foreign governments having their consular and/or trade representation offices located in Atlanta. GSU-CIBER will partner with this network in order to implement joint programs designed to facilitate cross-border trade, investment, and educational exchanges. Joint activities will include: technical assistance to individual firms, seminars and workshops, research and intern support, and partner identification. Key partners include:</p> <ul style="list-style-type: none"> Brazilian-American Chamber of Commerce American-Israel Chamber of Commerce Georgia Hispanic Chamber of Commerce Georgia Indo-American Chamber of Commerce <p>(F. Doria)</p>	Significantly expanded initiative	2014-18
<p>3f. Collaboration with Major Businesses in the Region (C. Suzman, D. Bello)</p>		
<ul style="list-style-type: none"> Coca-Cola: Annual <i>CEO Leadership Forum</i>, semi-annual event featuring top CEOs reflecting on such management issues as sustainability, corporate social responsibility, and risk mitigation. Under the auspices of Neville Isdell, Chairman and CEO of Coca-Cola Co. (ret.) Coca-Cola, Equifax, and AJC International: Enterprise Risk Management and Mitigation for Emerging markets Lockheed Martin Aero: Exogenous Risk Assessment and Mitigation in Globally Distributed Supply Chains Other Corporate Organizations: CNN/Turner Enterprises, Delta, Federal Reserve Bank of Atlanta, Home Depot, UPS, Scientific Atlanta, KIA Motors, Newell Rubbermaid, NCR 	New initiative	2014-18
<p>3g. Collaboration with NGOs, Government, and Community Organizations: Collaborative educational and outreach projects aimed at an improved understanding global competitiveness. (M. Dakhli, P. Sherman)</p> <ul style="list-style-type: none"> The Carter Center (Peace and human rights NGO founded by former U.S. President Jimmy Carter and first lady Rosalynn Carter and based in Atlanta) CARE (Leading humanitarian organization fighting global poverty and headquartered in Atlanta) Centers for Disease Control (Federal health organization headquartered in Atlanta) CIFAL (International Training Center founded by the United Nations Institute for Training and Research (UNITAR) and the City of Atlanta. Federal Reserve Bank of Atlanta Central Educational Center. A national model school for seamless education and workforce development, based in Newnan, Georgia. G3ict (Global Initiative for Inclusive Information and Communication Technologies) G3ict is a public-private partnership (United Nations) dedicated to facilitating the implementation around the world of the Digital Accessibility Agenda defined by the Convention 	Significantly expanded initiatives with new collaborative projects	2014-18

<p>on the Rights of Persons with Disabilities.</p> <ul style="list-style-type: none"> • Global EXEC Women • Japan America Society of Georgia • Consortium on Negotiation and Conflict Resolution (CNCR) An inter-institutional, interdisciplinary program supporting theory building and practice in collaborative problem solving in the face of complexity and change. 		
<p>3h. Global Atlanta Collaboration: <i>Global Atlanta</i> is the leading web portal for international business news, insights, and commentaries related to the Southeast U.S. region. It informs business professionals, policy makers, and students on international business issues (content includes <i>Calendar of International Events</i>, culture, country specific information, research reports, etc.). Over 3,000 readers regularly consult this knowledge portal. GSU-CIBER intends to continue its strategic partnership with <i>Global Atlanta</i> for 2014-2018. <i>Global Atlanta</i> will continue to serve as a dissemination vehicle for GSU-CIBER's Middle Class Scorecard for Emerging Markets updates, and other products. (S.T. Cavusgil; D. Foster)</p>	Continued partnership with new initiatives	2014-18
<p>3i. National District Export Council: District Export Councils (DECs) are organizations of leaders from the local business community, appointed by the Secretary of Commerce, whose knowledge of international business provides a source of professional advice for local firms. For 30 years, DECs have served the United States by assisting companies in their local communities export, thus promoting our country's economic growth and creating new and higher-paying jobs for their communities. Closely affiliated with the Commerce Department's U.S. Export Assistance Centers, the 58 DECs combine the energies of nearly 1,500 exporters and export service providers who support the U.S. Government's export promotion efforts throughout the country. DEC leaders and members volunteer their time to participate in numerous trade promotion activities. They also supply specialized expertise to small and medium sized businesses that are interested in exporting. We are a part of the CIBER-wide collective effort to collaborate with the National District Export Council (NDEC). This initiative, spearheaded by San Diego State University, partners all CIBERs with NDEC and their Annual DEC Leadership Conference held each fall in Washington, DC. and enables CIBERs to engage with 1500+ policy makers, business people, trade organizations and educators from across the U.S. http://districtexportcouncil.org/ (S.T. Cavusgil; D. Foster)</p>	Continued partnership with new initiatives	2014-18

4. Research on International Competitiveness

OBJECTIVES, PROJECTS, AND RESPONSIBLE PARTIES	TYPE / INITIATIVE	YEAR
<p>4a. Middle Class Scorecard for Emerging Markets: For the past two years, GSU-CIBER researchers have developed a unique methodology for quantifying the pace with which each Emerging Market has added to its middle class. Middle class households typically serve as the best indicator of the economic and social progress a country is making. It is of keen interest to business executives as it implies rising disposable income which makes discretionary consumption possible.</p>	Significantly expanded Initiative.	2014-18

<p>GSU-CIBER's Middle Class Scorecard for Emerging Markets already been featured in several business publications, and customized reports have been prepared for individual firms. Over the next four years, we will organize special workshops and plan dissemination vehicles for sharing insights gained from the Middle Class Scorecard with the business and academic community. Refinements to the database of countries will also be made. (S.T. Cavusgil)</p>		
<p>4b. GSU-CIBER Research on Emerging Market Risk Index (EMRI): Established by CIBER in 2011, the <i>EMRI</i> is designed as a comprehensive measure of business risk in emerging economies. By incorporating extensive operations and societal data with political and macroeconomic indicators, the EMRI allows for a richer assessment of risk associated with doing business in Emerging markets. It incorporates more than 150 risk elements. These are considered in four broad categories: Governance, Operations, Economics, and Society. New initiatives for the EMRI include marketing of the findings to businesses and institutions. (C. Brown)</p>	<p>Continuing initiative carried out by a team of GSU-CIBER researchers in collaboration with the World Affairs Council of Atlanta, and various members of the Atlanta business community.</p>	<p>2014-18</p>
<p>4c. Co-Sponsorship of Competitiveness Conferences (W. Bogner)</p> <ul style="list-style-type: none"> • Atlanta Competitive Advantage Conference: An annual scholarly gathering of academics and business leaders for the purpose of investigating sources of sustained competitive advantage. Co-sponsored by Robinson College of Business and the Herman J. Russell Sr. International Center for Entrepreneurship. • Americas Competitiveness Forum: A gathering of businesspeople and policy makers from 34 countries in the western hemisphere, organized by the U.S. Department of Commerce. 	<p>Continuing initiative</p>	<p>2014-18</p>
<p>4d. Faculty and Doctoral Student Research Fund: Research grants to be awarded to faculty and doctoral students on a competitive basis. Many proposals have already been received from GSU faculty, including the following: (S. T. Cavusgil, D. Foster)</p> <ul style="list-style-type: none"> • Ryan Carlin & Timothy Hellwig (University of Indiana): <i>Economic Performance, Democratic Instability, and Political Risk in Latin America</i> • Penelope B. Prime, J. Betty Feng and Leigh Anne Liu: <i>The Interaction Effect of Culture and Institution on National Innovation</i> • Leigh Anne Liu: <i>Cultural influence on trust and deception in negotiation & The Dynamic Malleability and Transformation of Communal and Exchange Schemas in Multicultural Relationships</i> • Leslie Marsh & Hongmei Li: <i>Middle Class in Emerging Markets</i> • Jacobus Boers: <i>Pedagogy & Resources for Teaching IB</i> 	<p>Continuing initiative</p>	<p>2014-18</p>
<p>4e. Consortium for International Marketing Research (CIMaR): For two decades, <i>The Consortium for International Marketing Research</i> (CIMaR) has brought together a worldwide network of international marketing scholars for the purpose of collaborative research. In addition to implementing joint investigations, CIMaR members meet annually hosted by one of the members. Recent conferences have been held in Atlanta, Taipei, and Adelaide. Co-founded by Prof. Cavusgil, this activity</p>	<p>Continued initiative involving annual meetings and edited book series published under the title, <i>Advances in International Marketing</i></p>	<p>2014-18</p>

is now a collaborative effort of GSU-CIBER. (S. T. Cavusgil)

5. Programs to Develop International Expertise of Business Executives and Other Professionals

OBJECTIVES, PROJECTS, AND RESPONSIBLE PARTIES	TYPE / INITIATIVE	YEAR
5a. Periodic workshops and seminars to disseminate findings of GSU-CIBER <i>Emerging Market Risk Index (EMRI)</i>: Discussed in Project 4b, this activity involves large-scale dissemination of the EMRI through the web, workshops, and seminars. Target audiences include global company risk managers charged with risk mitigation, public policy makers, and academics. (D. Foster)	Continuing initiative	2014-18
5b. <i>The Export Academy</i>: This is a new project to be launched in collaboration with industry partners including the UPS , Atlanta Business Chronicle , and other local organizations. <i>The Export Academy</i> is a comprehensive professional development program designed to assist medium-sized firms successfully expand export activity. The Academy coaches and assists key managers (championing the export drive within their companies) in a 10-month, intensive action-learning program. Cohorts of 15-20 managers representing different companies begin and complete the Export Academy as a group. Participants are exposed to a rigorous, applied curriculum while adopting a proven exporting process and decision tools with immediate application. We expect some 15-20 medium-sized businesses will acquire practical skills for enhancing their export capacity, and develop a support network composed of logistics, legal, banking, and other expertise. (S.T. Cavusgil, J. Boers, M. Dakhli)	New Initiative	2015-18
5c. Global Business Ethics: Co-sponsorship of educational and outreach activities of the RCB Center for Business Ethics and Corporate Responsibility . (S. Olsen)	New initiative	2014-18
5d. Global Business Leadership Forum, The IIB's <i>Center for Global Business Leadership</i> organizes this educational series to inform business executives about current global management practices, trends, and challenges. (J. Boers)	Continued activity	2014-18
5e. Global Executive Leadership Conference, The IIB's <i>Center for Global Business Leadership</i> offers this annual event featuring respected CEOs discussing contemporary business challenges. (M. Dakhli)	Continued activity	2014-18
5f. U.S. - Latin America Trade (USLAT) Internationalization Assistance Project: Several IIB faculty, along with partners from the business community, provide technical assistance to Latin American firms initiating or expanding trade and investment activities outside of the southern hemisphere. (F. Doria)	Continued activity	2014-18
5g. Global Public Health Education and Research: GSU-CIBER partners with the Institute of Health Administration to conduct research and education on such global healthcare management issues as: predictive impact of natural disasters (e.g. the earthquake and tsunami in Japan) and infectious disease outbreaks (such as H1N1 and SARS) on businesses; health informatics (e.g., electronic medical records, health information exchanges); medical tourism; and offshoring of drug trials. (A. Sumner)	New initiative	2014-18

<p>5h. World Affairs Council of Atlanta: Co-sponsorship of educational activities, specifically the Annual Metro Atlanta WorldQuest Competition, the local competition held annually to test metro high school students' international knowledge and to determine the Metro Atlanta WorldQuest high school team that will represent the metro area at the national competition. http://wacatl.robinson.gsu.edu/ (D. Foster)</p>	Continuing initiatives	2014-18
<p>5i. Foreign Scholars and Executives in Residence: Ongoing program designed to host visiting scholars and executives at Georgia State University to collaborate on research and outreach projects. In the past four years, GSU-CIBER has hosted numerous scholars from China, Turkey, the United Kingdom, Italy, and Spain. (D. Foster)</p>	Continuing initiative	2014-18
<p>6. Academic Outreach</p>		
OBJECTIVES, PROJECTS, AND RESPONSIBLE PARTIES	TYPE / INITIATIVE	YEAR
<p>6a. Minority Serving Institution Consortium under the Leadership of GSU-CIBER: GSU-CIBER will now serve as the lead CIBER in this collaborative effort of over a dozen CIBERs. Taking over the leadership of the MSI Consortium from the Memphis CIBER, we intend to first survey the beneficiary institutions – HBCUs and Hispanic Colleges – as to their current needs for internationalizing their faculty, curriculum, and students. Once a revised work agenda is developed, in collaboration with participating CIBERs, we will implement a four-year operational plan for programmatically assisting MSIs. These outreach efforts are likely to include: annual Globalization Seminars held in Atlanta (70-100 faculty are expected to attend each year); sharing of teaching materials for international business courses; study abroad programs designed exclusively for MSI students; case competitions for member MSI colleges; hosting of visiting scholars at MSI campuses; and similar activities.</p> <p>The MSI Consortium may also engage in fundraising efforts in order to enable MSI students to study abroad. As an example, in the past, students in GSU-CIBER's Southeast U.S. Consortium have been eligible to apply for and receive a Coca-Cola Global Ambassador Scholarship made possible by a generous grant made to GSU-CIBER from the Coca-Cola Foundation. (S.T. Cavusgil; D. Foster)</p>	New initiative of academic outreach to Minority Serving Institutions.	2014-18
<p>6b. Southeast U.S. Higher Education Consortium for International Business: GSU-CIBER formed this consortium, of a collaborative higher education community composed of 40 two-year, four-year, and historically black colleges in Georgia, Alabama, Kentucky, Tennessee, North Carolina, and South Carolina in 2010. The consortium serves as a clearinghouse for faculty development, teaching material preparation, and resource sharing. Students in the Consortium schools participate in jointly sponsored study abroad and work abroad programs. Past workshops held for faculty at members' institutions addressed study abroad, teaching, and research issues. Study Abroad Workshops in were held August 2011, February 2012 & March 2013. Teaching Workshops focused on</p>	Expansion of collaborative initiative with the leadership of GSU-CIBER.	2014-18

content, pedagogy, and resources were held in April 2012 & 2013 and November 2013. Workshops on research and public speaking were held in March & November 2013. In addition, two case competitions were held for the students of our Southeast U.S. Consortium members. These events will continue to be held for the benefit of the Southeast U.S, which the GSU-CIBER has been serving for the past four years. Additional activities will also be added based on user feedback. (S.T. Cavusgil; D. Foster)		
6c. GSU-CIBER's Landmark Conference on Middle Class Phenomenon in Emerging Markets: In 2013, GSU-CIBER organized an international conference to present our own research findings on middle class in emerging markets, and to serve as a forum for sharing the work of other scholars from around the world. Researchers representing diverse disciplines addressed the development, needs, and future of middle class households emerging markets in several regions. This landmark conference resulted in a white paper and book publication of the papers submitted. The 2nd annual conference will be hosted by Pontificia Universidade Catolica do Rio de Janeiro, and held in Brazil, 11-13 September 2014. Papers submitted by an interdisciplinary group of scholars are disseminated widely in the academia. (S.T. Cavusgil; D. Foster, L. Marsh, H. Li)	Continuing and expanded initiative	2014-18
6d. International Business Institute for Community College Faculty: Since 1995, Michigan State University has organized the International Business Institute (IBI) for Community College Faculty. The IBI has provided over 500 participants with knowledge, experiences, and resources to internationalize general business courses and/or develop specialized international business programs and courses (e.g., marketing, trade, finance, economics, supply chain management, accounting, strategy, human resources). To date, faculty from 44 U.S. states have incorporated international components in their curricula as well as formed networks with peers from across the country. The results are impressive— from 51 percent of community colleges teaching international business in 2008 to now 85 percent teaching international business. The entry-level basic IBI will again be offered on the campus of Michigan State University in East Lansing, Michigan in June 2015 and June of 2017. Open to faculty from all community colleges, scholarships will also be reserved for faculty from Tribal and Minority Serving community colleges to facilitate their participation in this unique program. Institute components include coverage of international business topics in all core business fields; a focus on selected world regions; and small group sessions on timely topics facilitated by community college faculty. Between 40 and 50 faculty members from a national pool of community colleges are admitted to each IBI; full program details are available at http://global.broad.msu.edu/ibi (D. Foster)	Continuing initiative	2015, 2017
6e. Faculty Development Program Collaboration with other CIBERs, Community Colleges, and Professional Associations (including the Academy of International Business, American Marketing Association, AACSB, NASBITE, and others. GSU-CIBER will partner with other CIBERs in the offering of the following professional development opportunities. (D. Foster)		

<ul style="list-style-type: none"> Florida International U. CIBER's Professional Development in International Business - <i>MERCOSUR Program</i> 	Continued partnership	2014-18
<ul style="list-style-type: none"> Florida International U. CIBER's Professional Development in International Business - <i>India Program</i> 	Continued partnership	2014-18
<ul style="list-style-type: none"> Florida International U. CIBER's Professional Development in International Business - <i>Spain: Teaching Spanish for Business program</i> 	Continued partnership	2014-18
<ul style="list-style-type: none"> University of South Carolina CIBER Faculty Development for International Business - Sub-Saharan Africa 	Continued partnership	2015-18
6f. Travel Grants to faculty from the Southeast U.S. Higher Education Consortium for International Business for Participation in Faculty Development Programs (D. Foster)	Continuing initiative	2014-18
6g. Outreach to K-12 and College Faculty on Globalization and Contemporary International Trade Issues: Modeled after GSU's successful <i>Teaching the Middle East</i> workshops, which bring together faculty from smaller Georgia schools several times a year in the Atlanta area for a one-day workshops, this workshop series will provide briefings and teaching materials for teachers. (Note: Some of these activities and the pedagogical resources they generate will be shared with a larger regional and national audience through the GeorgiaONmyLINE http://www.georgiaonmyline.org portal of the University System of Georgia.) (G. Benson)	New initiative	2014-18
6h. Webcasts of Major International Business and International Studies Conferences and Seminars. (D. Foster)	New initiative	2014-18

7. Development and Dissemination of Teaching and Resource Materials in International Business and Languages

OBJECTIVES, PROJECTS, AND RESPONSIBLE PARTIES	TYPE / INITIATIVE	YEAR
7a. Dissemination of Pedagogical Resources for Teaching the Introductory Course in International Business. Outputs of Projects 1a, 3a, 6a, and 6b will be widely disseminated to the higher education community through a dedicated web portal, online community and blogs, mail, and other channels. In addition, the portal of the University System of Georgia, http://www.georgiaonmyline.org will be utilized in this context. (D. Foster)	New initiative	2015-18
7b. Development of online portal to disseminate ongoing findings of GSU-CIBER <i>Middle Class Scorecard</i>: Findings of Project 4a will be made available on a dedicated web portal in order to inform managers on doing business in Emerging Markets, as well as researchers and educators. (D. Foster)	New initiative	2015-18
7c. Dissemination of faculty research, pedagogical content, and student projects through the leading knowledge and news portal <i>Global Atlanta</i> http://globalatlanta.com . This news portal is one of the oldest and largest online communities with a regional reach. The IIB has a strategic partnership with <i>Global Atlanta</i> , allowing GSU-CIBER to place white papers, research	Continuing initiative	2014-18

reports, event announcements, and resources for a large readership. (S.T. Cavusgil, D. Foster)		
7d. GSU-CIBER Publications Programs: GSU-CIBER will maintain an active publications portfolio targeting academic and business readers. Periodic publications will include the following. <ul style="list-style-type: none"> • Advances in International Marketing (S.T. Cavusgil, Inaugural Editor, in collaboration with Emerald Publishing) • Business Expert Book Series (S.T. Cavusgil, Series Editor, in collaboration with Business Expert Press) • GSU-CIBER Newsletter • GSU-CIBER Annual Report 	Continuing initiative	2014-18
7e. International Business Media Library: GSU-CIBER will acquire as well as produce multimedia teaching materials (video, CD, DVD, simulations, etc.) in order to make them available to faculty and doctoral students for classroom and other use.	Continuing initiative	2014-18

8. Development of Overseas Linkages

OBJECTIVES, PROJECTS, AND RESPONSIBLE PARTIES	TYPE / INITIATIVE	YEAR
8a. Degree Collaboration with International Partners (S.T. Cavusgil, R. Phillips, D. Bello) With GSU Global Partners MBA Program: COPPEAD Graduate School of Business, Federal University of Rio de Janeiro, and the IAE, the Graduate Business School at the Sorbonne, Paris -- RCB has teamed with these leading business schools in offering a full-time, 14-month program with a four-continent experience - Students are in residency in Atlanta, Paris, and Rio de Janeiro and spend several weeks in China, and a week in Washington, D.C. Courses are integrated across the partner schools, providing students with a true global perspective. With The University of Paris, Dauphine: Dual Doctoral Degree Program -- Initiated in 2004, this collaboration involves about 10 students annually. RCB faculty teaches doctoral seminars in Paris every year and students rotate between their home and partner institutions. With The Caucasus School of Business (CSB), Tbilisi, Georgia Dual BBA Program: This Dual (2+2) Bachelor's Program in Business Administration, where qualified students from CSB complete the first two years of undergraduate coursework at their home institution in Tbilisi, Georgia, and the remaining coursework in residence at the RCB. CSB students have the option of pursuing graduate work at Georgia State as long as they meet academic requirements. With Gazi University, Dual Degree Program and student exchange: Gazi University is 4 th largest public university in Turkey. This 2+2 program will allow Gazi business students to	New or continued initiatives	2014-18

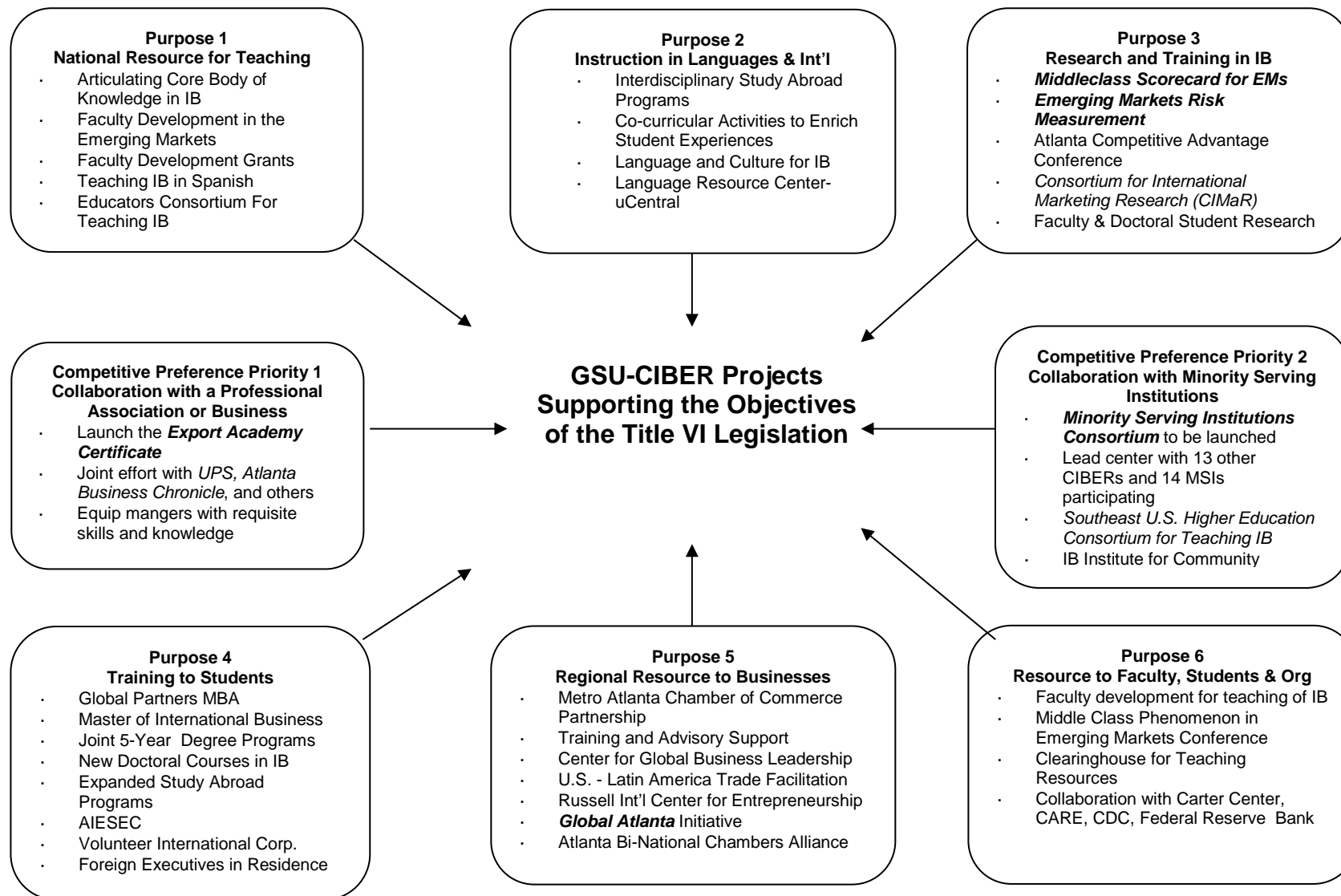
<p>complete the last two years of their undergraduate program at RCB and earn a GSU degree. To be launched in 2016.</p> <p>With Leeds University, <i>Global MIB Program</i>: Described earlier, this is a dual-degree program where students will complete approximately half of their curriculum at each campus, and be exposed to the commercial environment of both countries. To be launched in 2015.</p> <p>With Southwest Jiaotong University, Dual Degree program & student exchange: This 3+1 undergraduate degree collaboration will allow students of this state university in Chengdu, a major capital in western China, to study at GSU for one year, and gain exposure to the U.S. educational and business community. To be launched in 2016.</p>		
<p>8b. Technical Assistance to Overseas Institutions (S.T. Cavusgil, B. Bogner, D. Bello)</p> <p>Executive MBA program at Alexandria University, Egypt: The RCB faculty has been assisting Alexandria University Faculty of Commerce to design and implement a contemporary Executive MBA program. Funded in part by the U.S. Agency for International Development, this technical assistance project has focused on: (a) reviewing, streamlining, and rationalizing the curriculum; (b) faculty training; and (c) formulating a business plan for long term viability of the program.</p> <p>Cairo University Business Education and Private Sector Alignment: Since 2007, Robinson faculty has been assisting business faculty at Cairo University in Egypt with curriculum innovation, teaching, research, and business sector collaboration. Cairo University has received guidance in initiating new programs in the fields of Marketing, Finance and Accounting, Actuarial Science, Insurance, among others. Knowledge transfer included such administrative processes as academic regulations, recruitment, admission, and procurement of material. This collaboration is also partially funded by the U.S. Agency for International Development.</p> <p>International University of Grand Bassam (IUGB), Ivory Coast: This young West African university has been launched with much assistance from Georgia State University. IUGB currently offers majors such as computer science, mathematics, accounting, economics and international policy/governance. GSU faculty members have taken on administrative roles at IUGB.</p> <p>Additionally, Georgia State has an exchange program with IUGB; several dozen IUGB students are now enrolled at GSU.</p> <p>Collaboration with The Caucasus School of Business (CSB), Tbilisi, Georgia:</p> <ul style="list-style-type: none"> Women's Leadership Program: RCB, in partnership with Caucasus School of Business, Tbilisi, Georgia, has been offering the <i>Women Business Leadership Training Program</i> for the past several years. Women entrepreneurs receive training and practical skills on how to manage small businesses as well as serve as leaders and managers in larger ones. While contributing to the development of female business leaders in this transition economy, this program also leads to the empowerment of women and a gender- 	<p>Continued initiatives</p>	<p>2014-18</p>

<p>sensitive society.</p> <ul style="list-style-type: none"> • Launch of the CSB Ph.D. Program: Under the auspices of the Bureau of Education, U.S. Department of State, and the U.S. Agency for International Development, Robinson faculty has enabled CSB to offer a doctoral program in business, taught in English, with specializations in Finance, Marketing, and Management. CSB faculty has been participating in the Ph.D. seminars offered by Robinson faculty, who are also serving as dissertation advisors and committee members. 		
<p>8c. Emerging Market Task Forces (J. Liu, S.T. Cavusgil): Working to implement the international component of Georgia State's Strategic Plan, GSU-CIBER has partnered with the International Strategic Planning and Development unit within the Office of International Initiatives to serve on the emerging market task force committees. Each of these emerging markets provides vast opportunities to develop innovative and cutting-edge research partnerships and robust student mobility programs. In addition, they are well positioned to serve as co-collaborators in establishing an International Consortium of Universities for Critical Issues Challenging Cities. GSU-CIBER helps to identify key partners in strategic countries to develop student and faculty exchanges, study abroad programs, research collaborations, executive training initiatives, government and private sectors networks, and dual degree programs; and thematic priority areas for cooperation, profiles of likely partners, and premier city-based universities to eventually launch a consortium of megacity universities for critical issues challenging cities. The Strategic Countries are:</p> <ul style="list-style-type: none"> • Brazil: Chaired by David Bruce from the Institute for International Business, the priority areas include student mobility programs, such as Brazil's new Scientific Mobility Program; faculty exchanges; and collaborative research. • China: Chaired by Yi Pan of Computer Science, priorities include faculty exchange, collaborative research, and a faculty-mentoring program. • Korea: Chaired by Kim Reimann, director of the Asian Studies Center, priorities include increasing student mobility and establishing faculty research opportunities • South Africa: Chaired by Sally Wallace of Economics, priorities include a literacy curriculum development project utilizing a recent awarded \$300,000 grant, and maintaining a steady study abroad focus, assisted by Jacobus Boers of the Institute for lib who currently leads two programs to South Africa. • Turkey: Objectives include advancing student mobility and collaborative research with key Turkish universities, expanding study abroad opportunities for Georgia State students, and establishing innovative programs to welcome Turkish faculty and scholars to Georgia State. Over 120 Georgia State students have studied in Turkey over the past three years. With long-established connections to international companies in Turkey, such as Coca-Cola, Georgia State faculty and students have the opportunity to collaborate both at home and beyond. 	New and continued initiatives	2014-18
8d. Development of Overseas Linkages with Foreign	Continued activity	2014-18

Universities: (S.T. Cavusgil, B. Bogner, R. Phillips, D. Bello)
RCB has a large portfolio of overseas academic linkages that spread over five continents. These linkages allow faculty to pursue research collaboration and students to pursue study abroad and work abroad opportunities. The following is a partial list of international partner school linkages:

- Azerbaijan University, Azerbaijan
- Bermuda College, Bermuda
- Cairo University, Egypt
- Caucasus University, Republic of Georgia
- Copenhagen Business School, Denmark
- COPPEAD, Federal University of Rio de Janeiro, Brazil
- Erasmus University, Netherlands
- European Business School, Germany
- Federal University of Pernambuco, Brazil
- Gazi University, Turkey
- Hong Kong Polytechnic University, Hong Kong
- Institute for Tourism Studies, China
- International U. of Business and Economics, China
- Jawaharlal Nehru University, India
- Jonkoping International Business School, Sweden
- Konkuk University, South Korea
- Korea University, South Korea
- Lausanne University, Switzerland
- Ludwig-Maximilians University, Germany
- Manchester Business School, U.K.
- Monash University, Australia
- National Management School, Chennai, India
- Peking Business School, China
- Poznan University of Economics, Poland
- Sabanci University, Turkey
- SolBridge International Business School, South Korea
- Soongsil University, South Korea
- Sorbonne Graduate Business School, France
- Southwest Jiaotong University, China
- Toulouse University, France
- Turgut Ozal University, Turkey
- UNIFACS- Bahia, Brazil
- Universidad del Salvador, Argentina
- Universite de Savoie, France
- University of Liechtenstein, Liechtenstein
- University of Pretoria, South Africa
- University Paris Dauphine, France

Project Objectives (See Exhibit 5 and Section 1 of the Application Narrative for Details)	Purpose 1: National Resource for Teaching	Purpose 2: Instruction in Critical Foreign Languages and International Fields	Purpose 3: Research and Training in International Commerce	Purpose 4: Provide Training to Students	Purpose 5: Regional Resource to Business	Purpose 6: Resource to Regional Faculty, Students, and Institutions	Competitive Preference Priority 1: Collaboration with a professional associations or business: <i>The Export Academy</i> <i>Certificate</i>	Competitive Preference Priority 2: Collaboration with Minority Serving Institutions: <i>Lead Center in</i> <i>Minority Serving</i> <i>Institutions</i> <i>Consortium</i>
1.Interdisciplinary Programs in Business, Foreign Languages, Int'l Studies & Professional Curricula	Ü	Ü	Ü	Ü		Ü		Ü
2.Less Commonly Taught Languages and Interdisciplinary Programs for Foreign Language & International Studies Faculty & Advanced Students	Ü	Ü		Ü		Ü		Ü
3.Collaboration with Educational Institutions, Associations & Businesses	Ü		Ü	Ü	Ü	Ü	P	Ü
4.Research on International Competitiveness			Ü		Ü	Ü		
5.Programs to Develop International Expertise of Business Executives & Other Professionals		Ü	Ü	Ü	Ü	Ü	Ü	
6.Academic Outreach	Ü	Ü		Ü		Ü		Ü
7.Development & Dissemination of Teaching & Resource Materials in International Business & Languages	Ü	Ü	Ü	Ü		Ü		Ü
8.Development of Overseas Linkages	Ü	Ü	Ü	Ü		Ü	Ü	Ü



Leadership & Participation of
GSU-CIBER

Office of International Initiatives
Study Abroad Programs
(including the CIBER founded & supported,
Global Business & Media study abroad
with peers' program

College of Arts & Sciences
Asian Studies Center

College of Arts & Sciences
Center for International
Media Education

College of Arts & Sciences
Middle East Institute

**Andrew Young School of
Policy Studies**
Georgia International
Law Enforcement Exchange

Robinson College of Business
Herman J. Russell Sr. International
Center for Entrepreneurship

College of Law
Center for Law, Health,
and Society

College of Law
Center for the Comparative
Study of Metropolitan Growth



**Andrew Young School of
Policy Studies**

College of Arts & Sciences
Center for Latin American
And Latino Studies

College of Arts & Sciences
Interdisciplinary studies of
Middle Class

College of Arts & Sciences
The Language
Research Center

Institute of Public Health

Robinson College of Business
Institute of International
Business

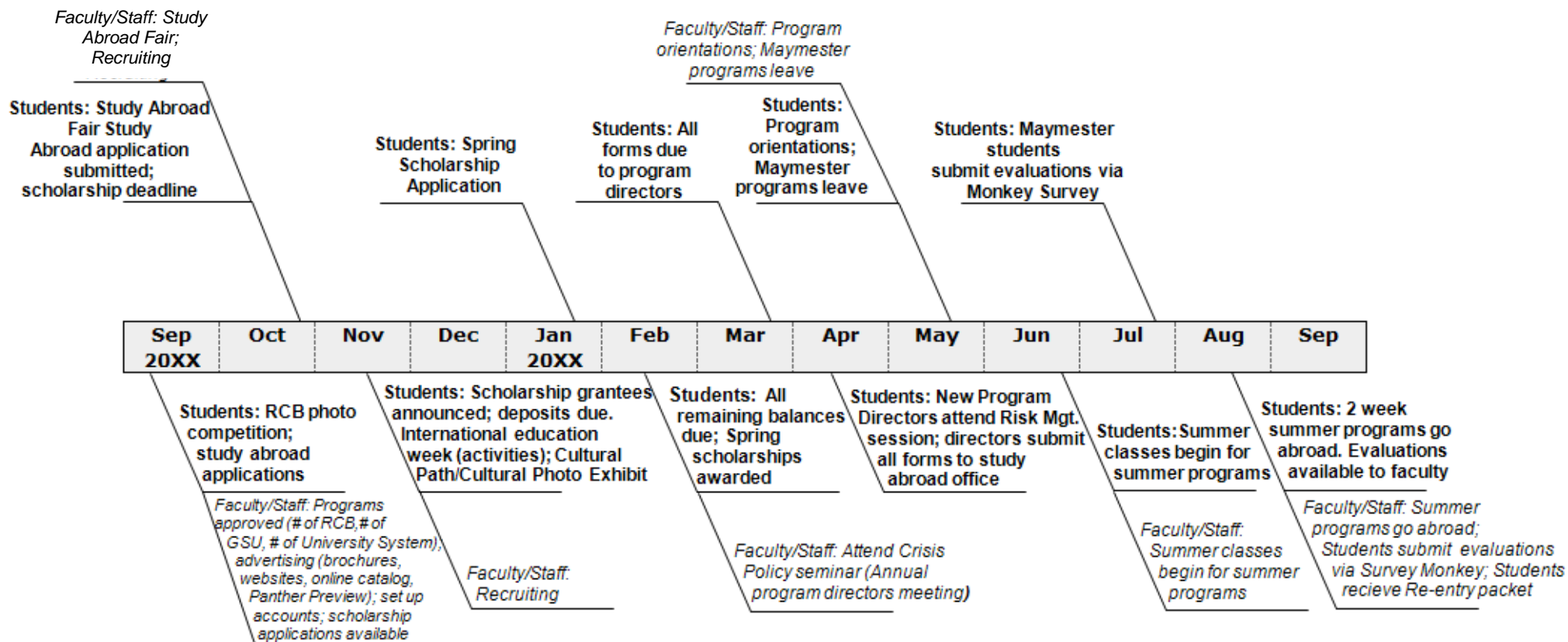
**Robinson College of
Business**
Center for Business
Development in
Transitional Economies

College of Law
Consortium on Negotiation and
Conflict Resolution

Robinson College of Business
China Research Center

STUDY ABROAD TIMELINE

Exhibit
11



National Significance	Importance/Magnitude of Outcomes	Product Quality & Portability
Enhance capabilities of U.S. businesses to compete in the global marketplace	GSU-CIBER's research funding will continue to be managed in a way to produce practical advice for companies interested in acquiring global competence. Georgia State faculty members have submitted numerous research projects which investigate business practices that contribute to competitiveness in the global context (see Project 4c and 4d). These address such issues economic performance, democratic instability, and political risk in Latin America; middle class in emerging markets; and the effect of culture and institution on national innovation.	GSU-CIBER maintains a high visibility and is proactive with dissemination of research findings and outputs. In addition to briefings, white papers, workshops and seminars, GSU-CIBER disseminates knowledge and insights to dedicated online portals. For example, a key research project is the interdisciplinary effort to conceptualize and addressing the development, needs, and future of emerging markets in several regions. The Middle Class Scorecard will be made available to executives through an online portal (Project 7b).
Train and prepare U.S. managers on cross-cultural, foreign market, and international business transaction issues	A new initiative in the new grant cycle will be the Export Academy Certificate program, launched in close partnership with business organizations. GSU-CIBER's outreach portfolio includes key partnerships with the leading organizations engaged in facilitating and supporting international trade. Atlanta and the greater region incorporate a rich array of such organizations. GSU-CIBER leads or participates in joint activities with such organizations as the <i>Metro Atlanta Chamber of Commerce</i> , <i>State of Georgia Global Commerce Division</i> , <i>World Trade Center of Atlanta</i> , <i>Hartsfield Jackson Atlanta International Airport</i> and the <i>Port of Savannah</i> . (Projects 3c,3d, 3e, 3f, 3g, 5b)	Substantial complementarity exists between Georgia State's research and intellectual assets and the reach of its business, industry, and public sector partners. GSU-CIBER leverages its research and intellectual capabilities in serving the business community. Its partners contribute through organizational and administrative services. Such academic-industry collaboration will continue to produce a more credible and impactful portfolio of business outreach activities.
Prepare students with interdisciplinary perspectives that incorporate business, area studies, and culture & languages	Georgia State University has been a leader in promoting cross-disciplinary studies. GSU-CIBER continues this tradition by enhancing programs created in recent years, and adding more opportunities for students to acquire competence, in not only business functions, but also international studies and languages. An example is the newly revamped <i>Master of International Business</i> degree program which enables students from such fields as political science and foreign languages to earn a Master's degree in an 11-month, intensive program. (Project 1d).	Having established rigorous admission and graduation requirements, the quality of unique programs such as the Master of International Business or the Global Partners MBA continues to be enhanced. Students in the Global Partners MBA demonstrate proficiency in a second language in addition to completing a challenging internship with a corporate sponsor in a foreign country.
Development of programs and activities focused on language instruction for less commonly taught languages	GSU-CIBER will continue to further enhance the investment the University has made in less commonly taught languages. Georgia State is one of the few academic institutions where students can study such critical languages as Arabic, Chinese, Modern Hebrew, Japanese, Korean, Portuguese, Russian, Swahili, and Turkish. Advanced sections of these courses will be offered where not available. Study abroad and work abroad opportunities will be sought in order to supplement classroom education. Georgia State University is applying to become a Language Resource Center here in the Southeast region. We will partner with the LRC to create student mentorships and joint student abroad programs. These programs will not only showcase the continuing learning opportunities for these languages at Georgia State University, but also demonstrate how Less Commonly Taught Languages can play a role with undergraduate business degrees and internships. The LRC will also assist instructors with pedagogical needs. Contemporary learning technologies will be acquired and applied and the teaching of these critical languages. (Projects 2a, 2b, 2c, and 2d)	Teaching resources developed in conjunction with the proposed activities will be disseminated to instructors elsewhere. These courses are also made available to students of numerous other educational institutions in the region. The feasibility of attracting non-Georgia State students to these classes is real and proven since, within 5 miles of Georgia State's downtown Atlanta campus, are numerous other higher education institutions. These include: Georgia Perimeter College, Atlanta Technical College, Atlanta Metropolitan College, and four HBCUs (Morehouse College, Clark Atlanta University, Spelman College, and Morehouse School of Medicine).

<p>Programs and activities directed at students and faculty at other educational institutions</p>	<p>GSU-CIBER responds to the mandated activity of serving regional and national academic audiences in many meaningful ways. First, it has established the <i>Southeast U.S. Higher Education Consortium for International Business</i>. Over forty institutions are active members, and benefit from the shared teaching resources and faculty development programs offered to help prepare Consortium faculty teach in international business (Project 3a).</p> <p>Second, GSU-CIBER will take over the administration of the long-running CIBER Consortium, to be renamed Minority Serving Consortium, previously led by the Memphis CIBER. Expanded and enriched, the new MSI program will reach beyond the HBCU (Historically Black Colleges and Universities) institutions to include the Hispanic Serving Institutions (HSI) and other Minority Serving Institutions (MSI) (Project 3b).</p> <p>The Landmark Conference on the Middle Class Phenomenon in Emerging Markets, first hosted by GSU-CIBER in 2013, provided a vehicle to bring together scholars from multiple countries & disciplines, including film, media, communication, sociology, anthropology, political science, literature, education, history, art, urban studies, geography, and architecture. This interdisciplinary team examined the middle class in emerging markets from at least three key themes: consumers, citizens, and the media. (Project 6c). The conference generated a holistic understanding, of the middle class phenomenon in emerging markets, formulated an advanced and multi-disciplinary research agenda, and facilitated the formation of collaborative research networks among scholars. It also culminated in an edited book, featuring select papers presented at the conference. Panelists and presenters discussed defining and measuring the new middle class in emerging markets, company strategies for catering to middle class consumers in emerging markets, future directions for studying the middle class in emerging markets and engaging the middle class through various marketing practices, new communication technologies and social media. The Second Annual Conference will be hosted by PUC-Rio in September 2014.</p>	<p>Having access to a critical mass of international business faculty in the Robinson College of Business enables GSU-CIBER to implement a prolific academic outreach profile through the <i>Southeast U.S. Higher Education Consortium for International Business</i> and the <i>Global Business Program</i>. The Institute of International Business features 15 full-time faculty members. In addition, there are at least 30 other faculty in the Robinson College of Business with expertise in the functional areas of international business. This talent pool and previous experience creating and administering consortia have been critical in development of pedagogical materials and the offering of faculty development workshops.</p>
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OBJECTIVES	BUSINESS FACULTY	FOREIGN LANGUAGE, INTERNATIONAL STUDIES AND OTHER FACULTY	STUDENTS	REGIONAL AND NATIONAL FACULTY	BUSINESS COMMUNITY	LOCAL, STATE, FEDERAL AGENCIES
1. Interdisciplinary Programs in Business, Foreign Language, International Studies, and Professional Curricula	1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 1i	1c, 1g, 1i	1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 1i	1a, 1c, 1g, 1i	1f, 1h, 1i	
2. Less Commonly Taught Languages and Interdisciplinary Programs for Language and International Studies Faculty and Advanced Students	2j, 2k, 2m, 2n, 2o, 2p, 2r	2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 2k, 2m, 2n, 2o, 2p	2a, 2b, 2d, 2e, 2f, 2g, 2i, 2j, 2k, 2m, 2p	2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 2k, 2o		2a, 2p
3. Collaboration with Education Institutions, Associations, Businesses	3a, 3b, 3c, 3e, 3f, 3g, 3h	3a, 3b, 3e, 3h	3a, 3b, 3e, 3h	3a, 3b, 3h	3c, 3d, 3e, 3f, 3g, 3h	3c, 3d, 3e, 3f, 3g, 3h
4. Research on International Competitiveness	4a, 4b, 4c, 4d, 4e	4d	4d	4d	4a, 4b, 4c	4a, 4b
5. Programs to Develop International Expertise of Business Executives and Other Professionals	5c, 5f, 5h, 5j	5h	5b, 5c, 5h, 5j		5a, 5b, 5c, 5d, 5e, 5f, 5g, 5i	5a, 5d, 5e, 5f, 5g, 5i
6. Academic Outreach	6a, 6b, 6c, 6e, 6h	6b, 6c	6a, 6b, 6c	6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h	6c, 6h	6h
7. Development and Dissemination of Teaching and Resource Materials in Int'l Business and Languages	7a, 7b, 7c, 7d, 7e	7a, 7d, 7e	7a, 7c, 7d, 7e	7a, 7b, 7c, 7d, 7e	7b, 7c, 7d	7b, 7c, 7d
8. Development of Overseas Linkages	8a, 8b, 8c, 8d	8a, 8b, 8c, 8d	8a, 8b, 8c, 8d	8a, 8b	8d	8d

Project Type	Milestones	Project List (Exhibit 5)
Course Development	Meetings with designated faculty; curriculum development grants; submit course proposal for University approval; periodic meetings to evaluate progress; assessment of international content and student learning	1b, 1c, 1d, 1e, 1f, 1g, 2b, 2i, 2j, 2k
Degree Programs	Update degree program with student and faculty input; Annual review of program by review committee; submission for University approval; promotion of the programs with students; academic orientation	1b, 1c, 1d, 1f, 2e, 2f, 2g, 2i, 2j, 2k, 2l, 8a, 8c, 8d
Business and Academic Outreach Programs	Conversations with businesses for needs assessment; identification of academic and business speakers to build the program; arrangements for logistics and facilities planning; marketing the program	3a, 3b, 3c, 3d, 3e, 3f, 3g, 5b, 5e, 5f, 6a, 6b, 6d, 6e, 6f, 6g, 8a, 8b, 8c, 8d
Study Abroad and Internship Programs	Annual review of existing programs; establishing linkages with new partners in strategically important locations; identification of faculty leaders; design of the program; course development and approval; promotion of the program with students (Please see Exhibit 11 for an illustration of the tactical plan for Study Abroad Programs)	1g, 1h, 1i, 2d, 2o, 8c, 8d
Resource and Publication Dissemination	Identification of needs; commissioning of authors/organizers; development of content; production and dissemination through conventional channels and online content	1a, 2a, 3a, 3b, 3h, 4a, 4b, 6c, 6h, 7a, 7b, 7c, 7d, 7e
Workshops, Conferences, and Seminars	Event planning; identification of speakers; design of the event; promotion of the event; implementation and assessment of impact (Please see Exhibit 17 as an example of the tactical approach taken by GSU-CIBER staff in organizing conferences and other key events).	2h, 2o, 2p, 4c, 4e, 5a, 5b, 5c, 5d, 5e, 5i, 5h, 6a, 6b, 6c, 6d, 6e, 6g
Research and Resource Development Projects	Advertisement of research grant program; discussions with interested faculty; award of research grants; assistance with methodology and content; periodic meetings to evaluate progress; publication and dissemination	1a, 2a, 2c, 2m, 2n, 4a, 4b, 4d, 5a, 5f, 5g, 5j, 7b, 8c

This exhibit is provided as a sample tactical approach taken by GSU-CIBER staff in organizing conferences and other key events. It provides a systematic approach to planning and implementing events, including the annual Middle Class Phenomenon in Emerging Markets conference.

2 years out

- Reserve hotel accommodations and conference rooms (one main session, three breakouts, one office)
- Make sure that we are scheduled in the SAME room for the main session for the duration of conference
- Make sure that the office is CLOSE to the main session room
- Ask for 1 traveling mic, one standing podium, one table with two chairs (or enough chairs for all panelists) and two mics (for panels), one flip chart for each room including the breakout rooms
- Ask for 4 tables in the back of the main session room, 3 for resource materials, 1 for computers (2) with Wireless connection
- Get log-in information for presentation computer
- Get Wireless connection sign-in information for the presentation computer
- Get an overhead projector and a spare AV cart for the presentation computer and computer projector

1 year out

- Setup area for hard and electronic files
- Review checklist and modify
- Develop conference web pages on CIBER website
- Identify potential co-sponsors of event and invite them to participate
- Design conference brochure

8-6 months out

- Send out brochures to promote the event
- Decide on potential speakers. Send out letters inviting them to participate.
- Confirm hotel accommodations, conference rooms, tentative menus (stick to buffets with only opening night reception to be plated, or hors d'oeuvres to be passed), confirm and refine AV requirements as above

- Reserve photographer for duration of conference: conference photo of group, opening reception, and guest speakers
- Develop tentative program
- Revise conference web pages on CIBER website
- Invoice co-sponsors

4 months out (January)

- Send follow up letters to co-sponsors who have not responded
- Take inventory of gifts and other supplies (binders, name tags, name lanyards, etc)
- Order gifts for participants and speakers as needed
- Order binders and tabs
- Order name tags, name tents
- Order address labels, pads of paper, for binders, if necessary
- Design cover and spine graphics
- Order paper for cover and spine
- Design cover and spine graphics
- Order paper for cover and spine
- Revise conference web pages on CIBER website
- Start contacting publishers for getting books & videos & CDs for the resource room
- Deposit co-sponsorship checks

3 months out (February-March)

- Reserve rental vans or contact University transportation for shuttle buses
- Review applications and decide those who will be accepted to attend conference
- Create invoices for remaining balance, general information letter, confirmation agreement and travel information form, and small group sessions forms for the participants
- Send congratulation letter to participants. Include: invoice for their remaining balance, general information, confirmation agreement and travel information form, and small group session form to be returned to us
- Review meal menus and confirm them with hotel
- Review speaker packet content

- Prepare: (a) personal services contracts, (b) invoices, (c) independent contractor form, (d) travel information, and (e) audio-visual forms for speakers
- Send out speaker packets to speakers. Include: (a) personal services contracts, (b) invoices, (c) independent contractor form, (d) program draft, (e) general information, (f) travel information, and (g) release for (for us to post their presentations on the website)
- Send tentative program, menu, audio-visual needs, room set-up details to conference venue (room request form)
- Email all participants who have not confirmed participation in the conference.
- Identify resource coordinator and start collecting books/videos from publishers
- Develop certificate layout and have printing type set
- Send an update letter to all co-sponsors with the participant statistics and thanking for their support
- Revise conference web pages on CIBER website
- Deposit co-sponsorship checks

1 month out (April)

- Have resource room coordinator (or student assistant) put together a sample binder for review
- Develop general information section of binder
- Prepare travel authorization forms for speakers
- Meet with co-leaders of conference to review status
- Send follow-up email/faxes to all participants notifying them of registration status (paid/not paid)
- Send follow up email/faxes to all participants who have not sent in their travel plans yet
- Meet with resource coordinator and review plan of action
- Revise conference web pages on CIBER website, put presentations online, etc
- Deposit co-sponsorship and registration checks
- Have bios and materials for notebooks copied and put in binder
- Finalize participant list and have copies made for binder
- Finalize speaker list and have copies made for binder
- Work on finalizing agenda. Recommendation from conference is to end the last session all together – as a plenary session

- Have general information material copied and put in binder, include GSU maps, Atlanta area info, CIBER brochure, etc.
- Meet with co-leaders of conference to review status
- Meet with volunteers and review status and job responsibilities
- Develop shuttle schedules
- Finalize number of rooms needed for participants and speakers – release those not needed
- Finalize “VIP” room list and send to conference venue
- Double check room request form and program
- Send notice to those participants who have not paid
- Get list of participants to printing to finalize certificates with names on them
- Revise conference web pages on CIBER website

2 weeks out

- Get signatures of names on certificates
- Finalize audio-video needs and coordinate what equipment from office is going to conference venue
- Create descriptions of restaurants for sign up
- Double check room request form and program and distribute to key personnel
- Finalize program/agenda and make copies for binder
- Have last minute copies made and put in binder
- Finalize list of names of participants and speakers for nametags
- Have nametags made
- Have table tents made
- Have address labels made (to be put on each binder during registration)
- Prepare room signs (for breakout rooms and main session rooms, 2x each)
- Send follow up email to speakers reminding them of materials for binders, travel arrangements, etc.
- Review with volunteers what they are doing – finalize list and responsibilities
- Review with co-hosts what is still pending – get them to help out in any way possible
- Revise conference web pages on CIBER website
- Request parking passes and generic and/or individual temporary wireless internet log-in information for conference guests

Week of conference

- Review hotel accommodations, conference rooms, meals etc., with conference site
- Give arrival and departure information to reception area of hotel

During conference

- Have speakers sign off on personal service contract, invoices, and internet release forms
- Post restaurant sign up at back of conference room for participants
- Make announcements at last break of each day of activities for the day (dinner if out of hotel, tours, sign ups, etc.)
- Last day of conference, collect nametag plastics and lanyards for reuse
- Hand out & collect evaluations (if using hard copies)

After the conference (summer)

- Process evaluations
- Post evaluation on website
- Send resource room videos and books back to publishers
- Process payment and travel vouchers for non-GSU speakers
- Process payment for GSU speakers
- Archive hard and soft files
- Revise program web pages, add pictures, statistics, etc
- Send thank you letters to speakers and participants with picture and website URL
- Send an email to co-sponsors thanking them with statistics & evaluations regarding conference

MINORITY SERVING INSTITUTION CONSORTIUM

For over two decades, a consortium of CIBERs have been assisting HBCUs with faculty development, study abroad, faculty development abroad, grant writing, and pedagogical resource sharing activities. This has been the largest platform for CIBER collaboration and has created much goodwill among the HBCUs. It also led to other benefits, including recruiting of candidates into doctoral programs in international business at the mentor CIBERs. It enabled mentee HBCUs successfully receive BIE – Business and International Education grants through grant-writing assistance.

The annual Globalization Seminars – faculty development workshops in such functional areas as Introduction to International Business, International Accounting, International Marketing, Global Supply Chain Management, and so on – have trained over 1,000 HBCU faculty around the country. Held in Memphis each year, these workshops also helped build networks of faculty with interests in teaching international business.

GSU-CIBER will now serve as the lead CIBER in this collaborative effort among 13 CIBERs, taking over the leadership of the MSI Consortium from the University of Memphis CIBER (which has decided not to apply to continue their CIBER).

Expanded and enriched, the new Minority Serving Institution (MSI) Consortium will now include the Hispanic Serving Institutions (HSIs) and other Minority Serving Institutions (MSIs). It will look to expand the range of technical assistance and mentoring activities based on expressed needs of the MSIs. Therefore, an early effort will be a formal survey of needs by the MSIs.

As of June 2014, **thirteen HBCUs** have submitted Letters of Commitment signed by the HBCU President, Business Dean, and GBS Program Leader indicating their sincere interest in actively participating in the four-year GBS Program. **Thirteen CIBERs**, including Georgia State University, have agreed to partner with an HBCU as a sponsor of the 2014-2018 MSI. Several additional CIBERs already pledged their support for 2014-2018, as well as many MSI's. The one-on-one HBCU-CIBER partnership is a vital component to the Consortium MSI Consortium.

We at Georgia State University CIBER are very excited about the opportunity to serve as the overall driver of the MSI Consortium. We have much experience with the Consortium and its HBCU members, since we have been an active partner from the inception. We also feel that Atlanta will serve as a central and easily-accessible location for many of the activities of the MSI Consortium.

MSI Participants

Alcorn State University
Clark Atlanta University
Delaware State University
Harris-Stowe State University
Howard University
Johnson C Smith University
Langston University
North Carolina A&T State University
Oakwood University
Southern University at New Orleans
University of Arkansas at Pine Bluff
Virginia State University
Xavier University of Louisiana

CIBER Sponsors of the MSI Consortium

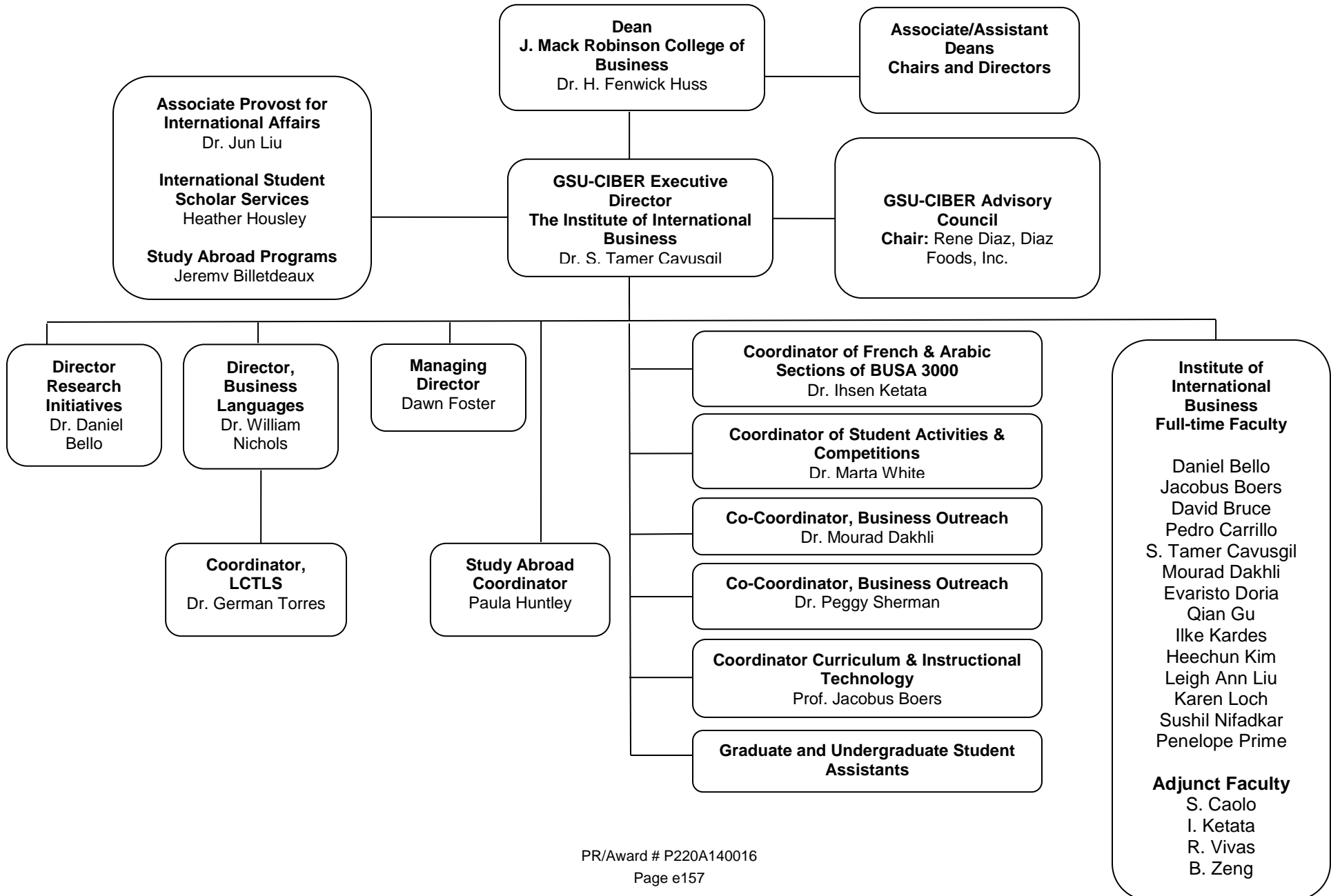
Florida International University
Georgia State University (Lead center)
Indiana University
Michigan State University
Temple University
Texas A&M University
University of Colorado-Denver
University of Hawaii
University of Maryland
University of Miami
University of Minnesota
University of Pittsburgh
University of Texas Austin

MSI Participant Institutions



GSU-CIBER ORGANIZATIONAL CHART

**Exhibit
18**



GSU-CIBER Projects as Described in Exhibit 5	Responsibility	Performance Goal	Target Audience	Outcome
1a. National Project for Articulating the Core Body of Knowledge for the Introductory course in International Business and Resource Dissemination	S.T. Cavusgil M. White	Continue articulation of the core body of knowledge in international business. Produce and widely disseminate pedagogical resources to faculty nationally, including teaching materials for the Spanish-language section of the introductory course, and the newer French, Chinese and Arabic sections. This is a collaborative effort with the participating institutions and CIBER's in the <i>MSI Consortium</i> and the <i>Southeast U.S. Consortium for Teaching International Business</i> .	Business faculty and students nationally	Dissemination of course content, syllabi, teaching resources, classroom exercises, videos, and other pedagogical materials for instructors of international business via a dedicated online portal and through workshops and seminars.
1b. Undergraduate Curriculum Internationalization and Enrichment	M. Dakhli M. White	Develop and/or refine courses, honors section, and the Certificate In International Business. Develop new teaching materials.	Business faculty and students at Georgia State	Continue offering a course module of international business for freshmen. Refinement and further development of Certificate International Business program. Additional honors section of the introductory IB course.
1c. Business Language Curriculum Enrichment	F. Doria I. Ketata W. Nichols L. Liu R. Huff M. D'Arienzo	Develop new teaching materials for existing courses (Spanish and French section of introductory course & Spanish, German, Italian, and French for Intl Business) and development of new courses (Chinese and Arabic section of introductory course)	Business and business language faculty nationally	Continue offering Spanish and French language sections of the introductory course in international business and enhanced courses in Spanish, German, Italian, and French for International Business. New Chinese and Arabic section of introductory course. National dissemination of teaching materials.
1d. Graduate Curriculum Internationalization and Enrichment	R. Phillips T. Nelson H. Kim J. Boers S. Nifadkar	Refine and update new cohort of Masters of International Business program and revise curriculum of Global Partners MBA, the MIB & IT program, and the MBA w/Intl Entrepreneurship, including expansion of internship opportunities. Develop new course offering. Development of new Global MIB program.	Business students at Georgia State	New cohort of <i>Master of International Business</i> degree program. New course offering in <i>Commercial Diplomacy</i> . Curriculum revision of the <i>Global Partners MBA</i> , the MIB & IT program, and the MBA w/Intl Entrepreneurship. New internships for graduate students. Offering of new Global MIB program

1e. Executive Doctorate in Business	L. Mathiassen M. Kalnitz	Revision and expansion of the continuing degree program for senior business executives. One of the few such programs available in the United States.	Senior business executives nationally	Development of new, and revision of existing course modules, learning materials, and graduation requirements for a new degree program.
1f. New Doctoral Courses in International Business	L. Liu D. Bello S. T. Cavusgil	Develop or refine doctoral seminars that make up the International Business Minor recently approved by the Robinson college.	Doctoral students in business at Georgia State	New minor in international business is available for all doctoral students in business. The syllabi and reading list will be available for three courses: Cross-Cultural Frameworks, Buyer-Seller Relationships in International Channels, and International Business Theory.
1g. Interdisciplinary Study Abroad Courses	P. Huntley S. Powers P. Carrillo S. Eroglu S. T. Cavusgil	Development of additional study abroad opportunities in nontraditional destinations including emerging markets of Latin America, East Asia, and Africa. Fundraising to increase the scholarship pool for students.	Undergraduate and graduate students at Georgia State and partner institutions	A deeper availability of study abroad programs, including those in new destinations. Availability of a larger number of study abroad scholarships to help defray the cost of participation.
1h. Development of International Internships for Students	J. Aldrich S. Conroy J. Boers K. Loch E. Joiner S. T. Cavusgil	New intensive program designed to match select undergraduate students with internationally-focused companies in Atlanta to address and complete real and specific projects, under the guidance of faculty and a corporate mentor. Develop a larger number of internships for students enrolled in Master of International Business and Global Partners MBA programs.	Undergraduate and graduate students at Georgia State; businesses and NGOs	Availability of a larger number of corporate or NGO internships for students. Establishment of new linkages with bi-national chambers of commerce and NGOs.
1i. Co-Curricular Activities to Enrich Student Experiences	D. Foster M. White J. Boers H. Housely R. Gemmell	Continue and enhance co-curricular activities to further internationalize student life. Organize an annual International Teaching Assistant Orientation program to acquaint international student assistance to Georgia State.	Students enrolled at Georgia State	Introduction of an annual International Teaching Assistant Orientation program. Internationalization of student body through organizations such as the International Business Alliance and AIESEC. Continue biannual student Case Competition. Development of linkages with business through the Annual Student Business Plan Competition for New International Ventures.

2a. Resource Center for Less Commonly Taught Languages	G. Torres IT Specialist TBD	Establish a focused center for teaching of less commonly taught languages. Recruit a coordinator. Engage Georgia State faculty to develop instructional materials and approaches appropriate for LCTLs.	Students enrolled at Georgia State and partner institutions	Inauguration of a focused resource center for LCTLs. Availability of teaching resources to instructors. Acquisition of new technologies and pedagogical materials. Benchmarking made similar centers around the country
2b. Expansion of Intermediate and Advanced Sections for Select LCTLs	W. Nichols	Develop advanced sections for the following LCTLs: Arabic, Mandarin, Hebrew, Japanese, Korean, Portuguese, Russian, Swahili, and Turkish.	Students enrolled at Georgia State and partner institutions	Availability of advanced sections for the following LCTLs: Arabic, Mandarin, Hebrew, Japanese, Korean, Portuguese, Russian, Swahili, and Turkish.
2c. Language Learning Technologies for LCTLs:	G. Torres	Adoption and implementation of cutting edge pedagogical tools for use in teaching LCTLs. Extensive use is being made of U-Learn, Quia, computer-assisted instruction programs, and other online components.	Faculty teaching LCTLs	LCTLs with contemporary learning tools for language faculty. Faculty with expertise and experience with these instructional technologies will train and supervise instructors of LCT languages.
2d. Supplementing LCTLs with Study Abroad and Work Abroad Components	J. Liu, J. Billetdeaux, W. Nichols	Development of study tours for students of LCTLs in order to supplement classroom education read in-country language studies	Georgia State students enrolled in LCTLs	Integration of LCTLs with studies in the destination country matching the student's language needs. Summer programs are expected to attract about 80-100 participants which, in turn, will help increase enrollments in LCT language programs.
2e. Business Arabic Program	Business Arabic Instructor (TBD)	Development of a new course in Business Arabic.	Students enrolled in Arabic studies and five-year MIB programs	First-time offering of a new course in Business Arabic.
2f. Enrichment of Arabic Language Programs	W. Nichols, I. Ketata	Development of new teaching materials and options for students specializing in Arabic studies.	Students enrolled in Arabic studies	Enriched Arabic Studies program as well as five year MIB programs.
2g. Enrichment of the Turkish Language Program	W. Nichols, S. Eroglu, S. T. Cavusgil	Development of new teaching materials and options for students specializing in Turkish studies	Students enrolled in Turkish studies	Enriched Turkish studies program. Partnership with Turkish Learning Research and Application Centre (TÖMER) of Gazi University (Ankara, Turkey) to arrange for advanced level learners of Turkish to pursue intensive language and cultural studies there.
2h. Business Language Conference		Faculty development through participation in periodic workshops	Language instructors at Georgia State and partner institutions	Faculty better equipped and motivated to instruct business language courses

2i. Bachelor of Arts in Interdisciplinary Studies with a Concentration in Middle East Studies	G. Torres, J. Billetdeaux	Strengthening of the language component of existing degree program; development of additional areas specific courses including study abroad modules.	Georgia State students specializing in Middle East studies	Offering of an undergraduate interdisciplinary degree in Middle East studies.
2j. Undergraduate Dual Degree Program in International Economics & Management and Modern Languages; in collaboration with the University of Venice, Italy, and University of Versailles, France	W. Nichols	Enrichment of recently launched dual degree program that allows for curriculum sharing and language mastery.	Georgia State students interested in combining business, area and language studies	Offering of a dual degree undergraduate program that leverages instruction of three international partner institutions.
2k. B.A. Degree in European Business Studies and Modern Languages; with concentrations in French, German, Italian, and Spanish	G. Torres	Design of a new interdisciplinary degree program with foreign-language requirement	Georgia State students interested in combining business, area and language studies	New degree program that allows undergraduate students to specialize in European business studies and modern languages
2l. Joint Five Year International Business and International Studies / Foreign Language Degree Programs	C. Manning D. Bello J. Boers	Curriculum revision and expansion of work and study abroad components of existing five-year interdisciplinary degree program	Georgia State students	Enhanced offering of the popular joint Five Year International Business/International Studies/Foreign Language degree program
2m. Faculty Development Grant Program	S. T. Cavusgil D. Foster	Continuation of a process and criteria for awarding grants to faculty	Georgia State faculty	Faculty with professional development opportunities.
2n. Staff Development Grants	S. T. Cavusgil D. Foster	Development of a process and criteria for awarding grants to administrative staff	Georgia State administrative staff	Administrative staff with professional development opportunities.
2o. Orientation Program for First-Time Study Abroad Faculty Leaders	J. Billetdeaux D. Foster	Continuation of a formal seminar series to acquaint faculty of with the tasks and responsibilities of leading study abroad groups.	Georgia State and regional faculty	Faculty better equipped to organize and lead study abroad groups.
2p. International Centers of Excellence Initiatives	P. Prime J. McCoy L. Teel K. Reimann J. Juergensmeyer L. Marsh S. Powers	Facilitation of new international initiatives by the international centers of excellence at Georgia State	Faculty, students, and the larger community	Enhanced productivity, profile, and visibility for international centers of excellence at Georgia State
3a. Southeast U.S. Higher	S.T. Cavusgil	Continuation of the collaborative	Faculty and students	The clearinghouse for faculty

Education Consortium for International Business	D. Foster E. Picard	higher education community composed of two years, four years, and minorities serving colleges in the Southeast.	in the Consortium schools	development, teaching material preparation, and resource sharing. Consortium members receive technical assistance in grant writing. Students benefit from jointly sponsored study abroad programs.
3b. Minority Serving Institution Consortium	S. T. Cavusgil D. Foster	Continuation of the CIBER Consortium, previously led by the Memphis CIBER. CIBERs serve as mentors and provide faculty development and grant writing assistance to several dozen HBCU's (Historically Black Colleges and Universities). Expanded and enriched, the new MSI program will now include the Hispanic Serving Institutions (HSIs) and other Minority Serving Institutions (MSIs).	Faculty and students in the Consortium schools	Continued support of the study abroad initiatives and successful faculty development programs. Globalization Seminars taught in Memphis for over 20 years will now move to Atlanta. Additional activities will be added, based on MSI partners' input. These may include more hosted workshops and seminars on teaching international business, research, and hosting study abroad programs.
3c. Metro Atlanta Chamber of Commerce Partnership	P. Carrillo P. Sherman F. Doria	Provision of technical assistance to the global commerce team of the Metro Atlanta Chamber of Commerce	Firms and managers engaged in international trade and investment	Businesses better equipped to compete globally.
3d. Training and Advisory Support on Exporting and International Trade through Regional Partners	M. Dakhli P. Sherman	Training and advisory support on exporting to individual firms and multiplier organizations.	Firms and managers engaged in international trade and investment	Businesses better equipped to compete globally. Multiplier organizations the knowledge and skills in preparing firms for international expansion.
3e. Atlanta Consular Corps and Bi-National Chambers of Commerce Alliance for International Business	F. Doria	Continued partnerships with bi-national Chambers of commerce in the region.	Firms and managers engaged in international trade and investment. Georgia State students.	Mutually beneficial joint research projects, events, and internship programs.
3f. Collaboration with Major Businesses in the Region	C. Suzman D. Bello	Technical assistance to managers and firms on international business, cross-cultural competence, and geographic area knowledge.	Firms and managers engaged in international trade and investment.	Businesses better prepared to participate in international trade and investment.
3g. Collaboration with NGOs, Government, and Community Organizations	M. Dakhli P. Sherman	Implementation of joint research, training, and outreach programs.	Nonprofit organizations in the region	Knowledge, insights, and best practice on global competitiveness issues.
3h. Global Atlanta Collaboration	S. T. Cavusgil D. Foster	Collaboration with Global Atlanta to extend the news/information/event coverage to the Southeast.	Managers, businesses, policymakers, and	Business professionals, policymakers, and students better informed in international business issues.

			faculty and students	
3i. National District Export Council	S. T. Cavusgil D. Foster	Continued participation in the CIBER-wide collective effort to collaborate with the National District Export Council (NDEC), which enables CIBERs to engage with 1500+ policy makers, business people, trade organizations and educators from across the U.S.	Managers, businesses, and policymakers	Participation in the Annual DEC Leadership Conference held each fall in Washington, DC.
4a. Middle Class Scorecard for Emerging Markets	S.T. Cavusgil	GSU-CIBER's Middle Class Scorecard for Emerging Markets has already been featured in several business publications, and customized reports have been prepared for individual firms.	Managers and firms doing business in emerging markets.	Special workshops and dissemination vehicles for sharing insights gained from the Middle Class Scorecard with the business and academic community.
4b. GSU-CIBER Research on Emerging Market Risk Index (EMRI)	C. Brown	Continuing initiative of a comprehensive measure of business risk in emerging economies. Collection of data on some 200 indicators of political, economic, operational, and societal risk. Modified methodology for quantifying risk.	Managers and firms doing business in emerging markets.	Better awareness of business vulnerabilities associated with emerging market economies. Understanding of risk mitigation strategies.
4c. Co-Sponsorship of Competiveness Conferences	W. Bogner	Continuation of jointly sponsored conferences.	Managers and firms interested in global competence. Academic researchers.	Managers and academics who are better informed about the underlying causes of competitiveness in the global context.
4d. Faculty and Doctoral Student Research Fund	S. T. Cavusgil D. Foster	Continuation of a process and selection criteria for making competitive awards to faculty and doctoral students.	Georgia State faculty and doctoral students.	Facilitation of research on international competitiveness, cross-cultural effectiveness, and comparative business topics.
4e. Consortium for International Marketing Research (CIMaR)	S. T. Cavusgil	Continued participation in the CIMaR consortia which has some 60 active members across 15 countries. Plan and implement annual meetings to facilitate collaborative research.	Faculty at Georgia State and many other partner universities	New knowledge, insights, and best practice for international marketing.
5a. Periodic workshops and seminars to disseminate findings	D. Foster	Continued large-scale dissemination of EMRI findings through the web,	Global company risk managers; other	Managers and companies better informed about the challenges of operating in

of GSU-CIBER <i>Emerging Market Risk Index (EMRI)</i>		workshops, and seminars.	business executives	emerging markets; understanding of strategies to mitigate risk.
5b. The Export Academy	S.T. Cavusgil J. Boers M. Dakhli	A new project launched in collaboration with industry partners including the <i>UPS, Atlanta Business Chronicle</i> , and others, <i>The Export Academy</i> is a comprehensive professional development program designed to assist medium-sized firms successfully expand export activity. The 10-month, intensive action-learning program features cohorts of 15-20 managers representing different companies begin and complete the Export Academy as a group.	Business executives	We expect some 15-20 medium-sized businesses will acquire practical skills for enhancing their export capacity, and develop a support network composed of logistics, legal, banking, and other expertise.
5c. Global Business Ethics	S.Olson	Co-sponsorship of educational and outreach activities with the Center for Business Ethics and Corporate Responsibility	Business executives; academics	Managers knowledgeable about global citizenship and social accountability associated with working in foreign countries.
5d. Global Business Leadership Forum	J. Boers	Planning and organization of the educational series, Global Business Leadership Forum	Business executives; academics	Managers who are better informed about current global management practices, trends, and challenges
5e. Global Executive Leadership Conference	M. Dakhli	Continued offering of the annual Global Executive Leadership Conference.	Business executives; academics	Managers who are exposed to perspectives of respected CEOs on current managerial issues
5f. U.S. - Latin America Trade (USLAT) Internationalization Assistance Project	F. Doria	Technical assistance to Latin American firms initiating or expanding their trade and investment activities.	Business owners and leaders; academics	Companies that adopt strategic perspectives in international expansion
5g. Global Public Health Education and Research	A. Sumner	Performance of research and education on contemporary global healthcare management issues.	Managers; public policy makers; academics	Executives and public policy makers large informed on such issues as the impact of natural disasters and infectious diseases on global business.
5h. World Affairs Council of Atlanta	D. Foster	Co-sponsorship of workshop series on the special challenges facing professional service firms expanding internationally.	Managers of professional service organizations	Insights into special challenges and opportunities facing professional service firms such as architects and lawyers.
5i. Foreign Scholars and Executives in Residence	D. Foster	Accommodation of a group of foreign scholars and executives At the Robinson College of Business	Business faculty and students	Potential partnerships and research, event planning, instruction, and exchange programs.

6a. Minority Serving Institution Consortium under the Leadership of GSU-CIBER	S.T. Cavusgil; D. Foster	Formation of the collaborative higher education community composed of minority-serving institutions in the U.S.	Faculty and students in the Consortium schools	The clearinghouse for faculty development, teaching material preparation, and resource sharing. Consortium members receive technical assistance in grant writing. Students benefit from sponsored study abroad programs and scholarships.
6b. Southeast U.S. Higher Education Consortium for International Business	S.T. Cavusgil; D. Foster	Continuation of the collaborative higher education community composed of two years, four years, and minorities serving colleges in the Southeast.	Faculty and students in the Consortium schools	The clearinghouse for faculty development, teaching material preparation, and resource sharing. Consortium members receive technical assistance in grant writing. Students benefit from jointly sponsored study abroad programs.
6c. GSU-CIBER's Landmark Conference on Middle Class Phenomenon in Emerging Markets	S. T. Cavusgil D. Foster	Planning of the 2 nd and 3 rd annual Landmark Conference, the Middle Class Phenomenon in Emerging Markets	Business faculty	Consensus and conclusions of a blue-ribbon group of international business educators on the core body of knowledge in international business.
6d. International Business Institute for Community College Faculty	D. Foster	Co-sponsorship of a five-day professional development program for business faculty.	Business faculty teaching at two-year colleges	Acquisition of the state of the art knowledge on the content, pedagogy, and resources for teaching international business.
6e. Faculty Development Program Collaboration with other CIBERs, Community Colleges, and Professional Associations (including the Academy of International Business, American Marketing Association, AACSB, NASBITE, and others)	D. Foster	Active participation in international education activities organized by CIBERs, Community Colleges, AACSB, NASBITE, and others.	Business faculty nationally	Faculty who acquire knowledge, insights, and pedagogical tools.
6f. Travel Grants to faculty from the Southeast U.S. Higher Education Consortium for International Business for Participation in Faculty Development Programs	D. Foster	Continuation of a professional development Grant program complete with a process and selection criteria.	Business faculty from the Southeast U.S. Higher Education Consortium for IB and the MSI Consortium	Business faculty with professional development opportunities.
6g. Outreach to K-12 and College Faculty on Globalization and Contemporary International Trade	G. Benson	Organization of occasional one-day workshops to provide briefings and teaching materials on globalization and	Teachers in the K-12 system and college faculty	K-12 teachers and college faculty who knowledgeable about contemporary issues affecting our global economy.

Issues		contemporary international trade issues.		
6h. Webcasts of Major International Business and International Studies Conferences and Seminars	D. Foster	Dissemination of webcasts addressing major international business, international studies, and foreign-language issues.	Faculty from business, area studies, and languages	Faculty who are better informed about current international business issues.
7a. Dissemination of Pedagogical Resources for Teaching the Introductory Course in International Business	D. Foster	Wide dissemination research and development project outcomes through a dedicated web portal, online community and blogs, mailed, and other channels	Business faculty	Faculty who equipped with the latest pedagogical tools and techniques.
7b. Development of online portal to disseminate ongoing findings of GSU-CIBER <i>Middle Class Scorecard</i>	D. Foster	Development and maintenance of an online portal	Managers, academics	Business executives and faculty who are well informed about business risks that should be anticipated in emerging markets.
7c. Dissemination of faculty research, pedagogical content, and student projects through the leading knowledge and news portal <i>Global Atlanta</i> http://globalatlanta.com.	S.T. Cavusgil, D. Foster	Placement of GSU-CIBER white papers, research reports, event announcements, and resources on the <i>Global Atlanta</i> online community.	Managers, students, academics	General public and the academic community that is well-informed about current international business issues.
7d. GSU-CIBER Publications Programs	S.T. Cavusgil	Dissemination of GSU-CIBER occasional reports, Newsletter, Annual Report, monographs and books.	Managers, public policy makers, students and faculty	General public and the academic community that is well-informed about current international business issues.
7e. International Business Media Library	D. Foster	Production and acquisition of multimedia resources in international business.	Business faculty	Instruction enriched with multimedia resources.
8a. Degree Collaboration with International Partners	S.T. Cavusgil R. Phillips D. Bello	Management of ongoing collaborative relationships with key partner institutions abroad.	Business faculty and administrators, students	Availability of multi-country educational opportunities.
8b. Technical Assistance to Overseas Institutions	S.T. Cavusgil B. Bogner D. Bello	Provision of institution building, faculty development, curriculum development, and other assistance to partner schools abroad.	Business schools and universities abroad; Georgia State faculty	Availability of committed partner schools abroad enabling faculty development and degree collaboration.

8c. Emerging Market Task Forces	J. Liu S.T. Cavusgil	Partnership with the International Strategic Planning and Development unit within the Office of International Initiatives to serve on the emerging market task force committees.	Students and faculty at GSU and abroad, and business executives	Research and other linkages; Georgia State faculty good exposure to an emerging market
8d. Development of Overseas Linkages with Foreign Universities.	S.T. Cavusgil B. Bogner R. Phillips D. Bello	Maintenance of collaborative relationships with select foreign educational partners.	Students and faculty at Georgia State	Availability of committed partner schools abroad enabling faculty development, research, and degree collaboration.

NAME/TITLE: Mark P. Becker, President, Georgia State University

EDUCATION: Ph.D. Statistics, The Pennsylvania State University
B.S. Mathematics (Magna Cum Laude), Towson State University

PROFESSIONAL EXPERIENCE: Mark P. Becker, the seventh president of Georgia State University, began his tenure on Jan. 1, 2009. A biostatistician, public health researcher and academic leader, Becker, had served as executive vice president for academic affairs and provost at the University of South Carolina before assuming Georgia State's presidency. Prior to that appointment, Becker spent three years at the University of Minnesota as a biostatistics professor, dean of the School of Public Health and assistant vice president of Public Health, Preparedness and Emergency Response. From 1989 to 2000, Becker was a professor and associate dean for academic affairs at University of Michigan's School of Public Health. He also has held academic posts at the University of Washington, the University of Florida and Cornell University. Internationally recognized as a researcher in biostatistics and public health sciences, Becker has published more than 40 articles and has been principal investigator on research grants from the National Institutes of Health and the National Science Foundation and co-investigator on numerous research grants from the Centers for Disease Control, Agency for Healthcare Research and Quality, and other granting agencies. During his career, Becker has been involved in several professional associations, including the American Association for the Advancement of Science, the International Biometric Society and the American Statistical Association, where he is a fellow.

NAME/TITLE: Daniel Bello, Board of Advisors Professor and Director, Institute of International Business

EDUCATION: BBA, University of Wisconsin
MBA, University of Wisconsin
Ph D, Michigan State University

PROFESSIONAL EXPERIENCE: Daniel C. Bello (Ph.D., Michigan State University) holds a joint appointment with the Institute of International Business and the Department of Marketing in the Robinson College of Business at Georgia State University. Previously, he was on the faculty at the University of Notre Dame and held management positions in the Product Development Group at Ford Motor Company. His research interests focus on inter-organizational relationships in contexts such as alliances, business-to-business, and distribution channels in domestic and international settings. Currently, he is engaged in a multi-year project investigating complexity and collaboration in globally-distributed supply networks. Dan has mentored numerous doctoral students in international marketing. He has published widely in professional journals such as Journal of Marketing, Journal of the Academy of Marketing Science, Journal of International Business Studies, Journal of Business Research, among others. Currently, he serves as Marketing Editor (2007-2016) of the ***Journal of International Business Studies***, a scholarly journal published by the Academy of International Business.

NAME/TITLE: Gwendolyn Benson, Associate Dean for School, Community and International Partnerships, College of Education

EDUCATION: Ph.D., University of Kansas
M.Ed, Auburn University at Montgomery
B.S., Alabama State

PROFESSIONAL EXPERIENCE: Dr. Gwen Benson serves as Associate Dean of School and Community Partnership in the College of education. She joined Georgia State University from the Georgia Department of Education where she served as Coordinator of the Low Incidence Disabilities Unit, Division for Exceptional Students. Previously she served as Director of Educator Preparation for the Georgia Professional Standards Commission and Director of the Program for Exceptional Children with the Atlanta Georgia Public Schools. She was an associate professor at Southern University at Baton Rouge, Louisiana, assistant professor at Louisiana State University and has taught graduate courses at Clark-Atlanta University as an adjunct professor. Dr. Benson holds a doctorate from the University of Kansas. Dr. Benson is the Director of the Alonzo A. Crim Center for Urban Educational Excellence.

NAME/TITLE: Jeremy Billetdeaux, Director, Study Abroad Programs

EDUCATION: M.A., Yale University
B.A., Cornell University

PROFESSIONAL EXPERIENCE: Before joining the Study Abroad team at Georgia State University, Jeremy spent 6 years in the Education Abroad office at Virginia Tech. At Virginia Tech, Jeremy served as Assistant Director and worked with students, faculty, staff, parents, and international partners in all aspects of the study abroad process. Prior to entering the field of international education, Jeremy worked for several years as a professor of French at a liberal arts college in Michigan. Jeremy completed his undergraduate degree at Cornell University where he studied French language and literature. He spent his junior year abroad in Paris, an experience which ignited a lifelong passion for international education and intercultural development. Jeremy did his graduate work in French literature at Yale University where he specialized in twentieth-century writers, with a particular emphasis on prison narratives, psychoanalysis, and the intersection of autobiography and fiction.

NAME/TITLE: Frank Blount, Chairman and CEO, JI Ventures; former CEO of Cypress Communications and Telstra Corp. Ltd. (Australia); Director at: Adtran, Caterpillar Inc., Energy Corp., KBR, Hanson PLC.

EDUCATION: MS, Massachusetts Institute of Technology
MBA, Georgia State University
BS, Georgia Institute of Technology

PROFESSIONAL EXPERIENCE: Mr. W. Frank Blount is the Chief Executive Officer and Chairman at JI Ventures Inc. He has been serving in this capacity since May 2000. Mr. Blount was employed at The Jordan Company, L.P. and served as a Secretary at Adtran Inc., from December 2002 to September 2005. He served as the Chief Executive Officer and Chairman at Cypress Communications Inc. from June 2000 to February 2002. Mr. Blount also served as the Chief Executive Officer at Telstra Corporation Ltd. from January 1992 to March 1999. Prior to joining Telstra, he served in various Executive positions for AT&T Corp., including Group President from 1988 to 1991. Mr. Blount served in various executive positions with American Telephone and Telegraph Co., including the Group President, Communications Products Group from 1989 to 1991 and during 1991 was appointed the President and Chief Executive Officer of the New American School Development Corporation. He has been a Director of Adtran Inc., since April 1999 and Caterpillar Inc., since 1995. Mr. Blount has been a Director of Entergy Corp., since 1987. He has been a Director of Alcatel S.A. since 1999. Mr. Blount has been a Non-Executive Director of Hanson PLC since 2000 and serves as a Member of Remuneration Committee.

NAME/TITLE: Jacobus Boers, Lecturer, Institute of International Business

EDUCATION: MBA, Georgia State University
MTS, Emory University
BA, University of Pretoria

PROFESSIONAL EXPERIENCE: Jacobus Boers currently serves as the Coordinator for Instructional Technologies for GSU's Center for International Business, Education, and Research. He brings the practical experience of a successful international business career to the classroom, where he combines the lessons of research, theory, and practice. His interest is in helping students learn about the opportunities offered by international business. He offers guidance on how to assess the potential for success and how to develop and implement approaches that will increase profitability and reduce the risk. Students consistently express their appreciation for the practical insights Jacobus brings to the classroom. At GSU, his service activities include leading a study abroad program to South Africa for the PMBA students, with a focus on the international elements of business while addressing multiple disciplines, including marketing, finance, logistics, business administration and entrepreneurship. Jacobus is active in the Georgia Council for International Visitors where he as past Chairman supports the International Visitor Leadership Program of the U.S. Department of State as well as the Great Decisions discussion program on U.S. foreign policy options. He frequently speaks to young professional organizations and students about international career opportunities. He has served as Chairman of the Brazilian American Chamber of Commerce in Georgia, and is past President of the World Trade Center Education Foundation.

NAME/TITLE: Philip Bolton, President, *Global Atlanta* and Agio Press

EDUCATION: BBA, Williams College
Graduate Studies, John Hopkins School of Advanced International Studies

PROFESSIONAL EXPERIENCE: Philip Bolton is the founder and president of the Agio Press inc., which has been reporting on international business affecting the Southeast region of the United States since 1991. The web site www.globalatlanta.com and the electronic newsletter, GlobalAtlanta, date back to 1995. The company is developing globalsavannah.com and globalgeorgia.com to expand its coverage of international events around the state. The GlobalAtlanta readership is drawn from the business, local government and academic communities in the region, although international readership through the internet now accounts for more than 15 percent of visitors to the web site. Philip is a former president of the Korea-Southeast U.S. Chamber of Commerce in Atlanta and is a member of the board of directors of the French-American Chamber of Commerce in Atlanta as well as other internationally focused organizations. Prior to founding the Agio Press, he was based in Paris from 1989-90 as correspondent for Lafferty Publications, an international provider of financial information via newsletters, magazines, management reports, research training and conferences with offices in Atlanta; Dublin, Ireland; London and Sydney, Australia.

NAME/TITLE: Ahmet Bozer, President, Coca-Cola International

EDUCATION: MS, Georgia State University
BS, Middle East Technical University

PROFESSIONAL EXPERIENCE: Mr. Ahmet Bozer is President, Coca-Cola International, leading the Company's business activities in around the world, with the exception of North America. After joining The Coca-Cola Company in Atlanta in 1990 as Financial Controller, Mr. Bozer moved to Turkey in 1992 as Region Finance Manager. He then served as Finance Director and consequently as Managing Director of Bottling Operations in Turkey between 1994 and 2000. He was appointed President of Eurasia and Middle East Division in 2000 and Eurasia Group President in 2007. He assumed his senior leadership position in Atlanta in January 2013.

NAME/TITLE: David Bruce, Clinical Professor, Institute of International Business

EDUCATION: Ph.D., University of Michigan
M.A., University of Michigan
Fulbright Scholar, University of the Republic, Uruguay
B.A., University of Minnesota

PROFESSIONAL EXPERIENCE: David Bruce specializes in executive education, trade policy, trade development, and emerging markets. He has conducted executive programs, workshops, and seminars in Atlanta for 25 years and he teaches a study-abroad course on Management in South America. Previously he served as director of International Program Development for the Ivan Allen College and the DuPree College of Management at Georgia Tech, as the academic director of the Regents' Global Center, and as director of the International Business Council of the University System of Georgia. Dr. Bruce is an active member of the Global Commerce Council of the Metro Atlanta Chamber and the U.S. Department of Commerce District Export Council. Previously he was the chairman of the Brazilian-American Chamber of Commerce of Georgia and president of the Georgia-Pernambuco (Brazil) Partners of the Americas. David has been a Fulbright Scholar and a lecturer for the U.S. Information Agency. He taught at the Monterey Institute of International Studies, the U.S. Naval Postgraduate School, and the University of San Francisco. He was honored as a Knight of the Order of May by the Argentine Government and served on the Governor's Advisory Council of Hemisphere, Inc. which coordinated the Atlanta campaign to secure the permanent headquarters of the Free Trade Area of the Americas. David is fluent in Portuguese and Spanish.

NAME/TITLE: Pedro Carrillo, Senior Lecturer, Institute of International Business

EDUCATION: Master of International Public Policy, The Paul Nitze School of Advance
International Studies (SAIS), The Johns Hopkins University
BA, Faculty of Economics, School of Int'l Studies, Central U. of Venezuela

PROFESSIONAL EXPERIENCE: Pedro teaches International Business, International Business Management, and Global Issues at GSU. He serves as Co-Director of two Study Abroad Programs; one to South Africa for the PMBA Program and another to South America (Argentina, Brazil, and Chile). He is also Co-Director of the U.S. Latin America Trade Office (USLAT) at the IIB. At GSU, he serves on the Study Abroad Advisory Committee for the RCB. He also participated in the planning and execution of three BIE Grants. Professor Carrillo has been featured in several Latin American news papers and magazines in reference with his activities in teaching and advising businesses on International Trade. Prior to joining GSU, Professor Carrillo served in the Venezuelan Foreign Service as a Diplomat and also worked as a Program Coordinator for the Inter-American Development Bank.

NAME/TITLE: S. Tamer Cavusgil, Fuller E. Callaway Chair and Executive Director, Center for International Business, Education, and Research

EDUCATION: Ph.D., and MBA, University of Wisconsin-Madison
BS, Middle East Technical University
Honorary Doctorate, The University of Hasselt, Belgium

PROFESSIONAL EXPERIENCE: At GSU, S. Tamer Cavusgil serves as Fuller E. Callaway Professorial Chair, and directs the national resource center, Center for International Business Education and Research (CIBER). Tamer is a world renown educator, scholar, mentor, journal

editor, institution builder, leader of professionals societies, and an advisor to senior executives and international agencies. Over the years, he served as principal investigator on numerous federal projects, including Title VI grants (CIBER, BIE, UISFL). Tamer was the founding executive director of the Michigan State University CIBER and served as its Executive Director from 1990 until 2008. Among others, Tamer conceived and developed the leading knowledge portal, **globalEDGE**, which has now become the most frequently consulted online resource in international business. He also authored a number of web-based diagnostic tools for practitioners, including **CORE**, **COmpany Readiness to Export**. **CORE** has been adopted by the U.S. Department of Commerce since the 1980s.

Tamer's professional career spans teaching, research, and administrative responsibilities in international business at Michigan State University (1987-2008), Bradley University (1983-87), University of Wisconsin-Whitewater (1978-83), and the Middle East Technical University (ODTU), Turkey (1976-78). In addition, he served as Senior Fulbright Scholar to Australia and taught at Monash University. Tamer also served as a visiting professor at Manchester Business School, and held the Gianni and Joan Montezemolo Visiting Chair at the University of Cambridge, the United Kingdom. Currently, he serves as a visiting professor at Leeds University Business School, and on the Hong Kong Research Grants Council.

Tamer is the current President of *AIBER* (the association of CIBER directors). He is the founding editor of the *Journal of International Marketing* now published by the American Marketing Association, and *Advances in International Marketing* published by Emerald Group Publishing. He serves on the editorial review boards of a dozen professional journals including the *Journal of International Business Studies*.

Tamer is the senior author of the leading textbook *International Business: The New Realities* with Gary Knight and John Riesenberger (3rd Edition, 2013, Pearson). Other books include: *Internationalizing Business Education* (1993, MSU Press), *Internationalizing Doctoral Education in Business* (1995, MSU Press), and *Doing Business in the Emerging Markets*, 2nd Ed. (2013, Sage). He also edited reference books: *Study Abroad for Business Schools and Emerging Frontiers in International Business Research and Theory*. Tamer is an elected fellow of the Academy of International Business, a distinction earned by a select group of intellectual leaders in international business. He also served as vice president of the AIB, and on the board of directors of the American Marketing Association.

NAME/TITLE: Mourad Dakhli, Associate Professor, Institute of International Business

EDUCATION: Ph.D., University of South Carolina
M.B.A., Wright State University
B.E., Youngstown State University

PROFESSIONAL EXPERIENCE: Dr. Dakhli is associate professor of International Business and holds a Ph.D. from the Moore School of Business at the University of South Carolina. His research centers on the value-generating processes of human and social capital across different cultural and institutional settings and the implications on learning and innovation. Prior to joining GSU, he served as a faculty member at the American University of Kuwait, and taught at various places including the University of South Carolina, Azerbaijan State Oil Academy (Azerbaijan), the Caucasus School of Business (Republic of Georgia), and others. His prior work experience includes developing and marketing industry training programs, managing capacity development projects at a number of academic institutions, and directing the activities of a bi-national chamber of commerce responsible for the promotion and implementation of a wide array of international trade and investment initiatives.

NAME/TITLE: Rene Diaz, President and CEO, Diaz Foods; Chair, CIBER Advisory Council

EDUCATION: BBA, Georgia State University

PROFESSIONAL EXPERIENCE: Rene M. Diaz has been at the helm of Diaz Foods since 1980. As a founder of the company, Rene is intimately familiar with every aspect of the business. Under his guidance and direction, he has overseen the growth of the company from \$100,000 in sales the first year to consistent annual growth of 20-30% in current years, making Diaz Foods one of the largest and most prominent Hispanic food distributors in the country. In addition to his role in the company, Rene is very involved in the community at both the local and national level. He has served on the Board of Directors of numerous companies and non-profits, including Children's Healthcare of Atlanta (Egleston/Scotish Rite Hospitals), FinanzaDirecto, Inc., United Americas Bank, N.A., Atlanta Symphony Orchestra, Atlanta Community Food Bank, The Carter Center, CDC Foundation Board of Visitors, The Community Foundation, Marist School, The Mexican Center of Atlanta and the Latin American Association. Rene's leadership at Diaz Foods has brought recognition to himself and the company in many ways. He is continuously listed by the Atlanta Business Chronicle in its "*Top 100 Most Influential Atlantans*" feature and was recently recognized as one of the most influential Hispanics in the country. Rene was also featured as one of Georgia Trends "*40 Under 40*."

NAME/TITLE: Evaristo F. Doria, Lecturer, Institute of International Business

EDUCATION: Doctor of Education (Ed.D.), University of St. Thomas, MN
MiM, University of St. Thomas, MN
BBA, Catholic University of Uruguay

PROFESSIONAL EXPERIENCE: Evaristo F. Doria co-leads the US – Latin America Program (USLAT) at the Institute of International Business. USLAT, an initiative of the IIB, connects U.S. businesses and entrepreneurs to their counterparts in Latin America. IIB faculty provides a range of technical assistance for market entry and expansion and facilitates successful global business.

Doria has worked as a corporate executive in strategic marketing and sales in Latin America and Asia for Fortune 100 companies for more than two decades. Most recently, he served Johnson & Johnson as an international executive in charge of International Marketing. Doria has authored several articles and books in his field targeted to the Spanish speaking business community.

NAME/TITLE: Jorge Fernandez, Vice President for Global Commerce, Metro Atlanta Chamber of Commerce

EDUCATION: MBA, Texas Christian University; BBA, University of Puerto Rico
National Defense Fellow in Brazilian Studies, University of Miami
Thunderbird's Executive Education Program for International Business,
University of Miami

PROFESSIONAL EXPERIENCE: Named the vice president of global commerce for the Metro Atlanta Chamber on May 15, 2006, Jorge L. Fernandez leads the international investment recruiting arm of the Chamber's economic development division. Fernandez finds innovative ways to connect Atlanta area companies to international business growth opportunities, furthering Atlanta's reputation as a top competitor in the global marketplace. Prior to joining the Chamber, Fernandez was the international and alliance vice president for Delta Air Lines at its world headquarters in Atlanta. His responsibilities encompassed all Caribbean, Latin American, Pacific and transatlantic operations, including airport customer service, finance, human resources, reservations and sales activities outside of the United States. In addition, he was charged with developing Delta's alliance strategy, managing the Sky Team global alliance and overseeing code share relationships with 16 partner airlines around the globe. Earlier in his career, Fernandez served 24 years in the U.S. Air Force as command pilot, strategic planner and international affairs advisor. He held various diplomatic posts, leading air base access rights negotiations for a U.S. Air Force aviation hub and directing mediation between states. Fernandez was named by *Hispanic Business* magazine as one of the "100 Most Influential Hispanics in the United States" for 2003 and is the recipient of Panama's 2002 "Friendship Award."

NAME/TITLE: Dawn Foster, Managing Director, Center for International Business, Education, and Research, Georgia State University

EDUCATION: B.A., University of Notre Dame

PROFESSIONAL EXPERIENCE: Dawn Foster serves as the managing director of GSU-CIBER. In this role, she supports the center's numerous initiatives, tracks progress towards goals, maintains center budgets, and plans workshops. She joined Georgia State in 2002 and served in various positions in the Office of Undergraduate Admissions within Georgia State University's Enrollment Services Division before joining the office of Study Abroad Programs as the assistant director.

In her role as Assistant Director of Study Abroad Programs, Dawn made valuable contributions to study abroad at Georgia State, including establishment of the Passport Program in conjunction with the Atlanta Passport Agency, assisting with the implementation of the StudioAbroad software application system, successfully overseeing the implementation and administration of the Global Experience Scholarship, increasing awareness of and adherence to risk management issues in study abroad, and serving as interim director during a period of transition.

Dawn is a graduate of the Georgia State Leadership Academy for Women (LAW), class of 2006; served on the subcommittee for LAW for three years; and was the chair of the 2008-2009 subcommittee. As of 2013, Dawn is a **university certified Research Administrator**, and is an active member of NAFSA (Association of International Educators) and GAIE (Georgia Association of International Educators). She has presented on a range of topics at various international education conferences including "Preparing Faculty to Lead" and "Innovative Funding Models in Study Abroad" at NAFSA Regional and CIBER conferences respectively.

NAME/TITLE: Qian (Cecilia) Gu, Assistant Professor, Institute of International Business

EDUCATION: Ph.D., National University of Singapore
B.A., Wuhan University, China

PROFESSIONAL EXPERIENCE: Qian Gu is an assistant professor in the J. Mack Robinson College of Business at Georgia State University. Her research interests lie at the intersection of strategic management and international business. In particular, Dr. Gu is interested in understanding how various institutional contexts can influence firm's strategic decisions and the consequent performance implication. Her works have been published in the Strategic Management Journal, Journal of International Business Studies and Academy of Management Best Paper Proceedings. Dr. Gu was a recipient of the IACMR Li Ning Dissertation Proposal Award and China's National Scholarship for Excellent International Student. She was a runner-up for the AOM Douglas Nigh Award, the AIB Best Doctoral Dissertation Proposal Award, and the IACMR Best Conference Macro Paper Award.

NAME/TITLE: Heather Housley, Director, International Student & Scholar Services, Georgia State University

EDUCATION: M.A., Ohio State University, Columbus
B.A., University of Tennessee, Knoxville

PROFESSIONAL EXPERIENCE: Heather is the Director of International Student & Scholar Services, where she has worked since 1998 in various roles. She received her bachelor's degree from the University of Tennessee at Knoxville, and her master's degree in higher education and student affairs from the Ohio State University in Columbus. Heather served two years in Senegal as a Peace Corps Volunteer, studied abroad in Chennai, India, and participated in Fulbright programs to Germany and India. She enjoys learning about the world not only by traveling, but by getting to know the unique and wonderful international students here at Georgia State.

NAME/TITLE: Paula Huntley, GSU-CIBER Study Abroad Coordinator,

EDUCATION: BA, Colgate University

PROFESSIONAL EXPERIENCE: Paula serves as Coordinator of Study Abroad Programs for GSU-CIBER. An able and tireless administrative leader, Paula has been instrumental in significantly expanding Robinson College's study abroad options. She is active in recruiting, and preparing students for cross-cultural experiences. She is the principal resource person to faculty directors of study abroad programs. She is also an active fundraiser for scholarships. Paula liaisons with both internal and external stakeholders of the Institute, and plans major events. She manages more than dozen study abroad programs lead by Robinson faculty. She heads up the committee that makes scholarship awards to students participating in these programs. Paula was instrumental in the start up of the joint degree program with Cairo University in Egypt. Her responsibilities also include advising students on the study abroad programs in the Robinson College of Business, external grant (NIH and USAID funded) and departmental budget administration. Paula has managed several BIE grants from the U.S. Department of Education.

NAME/TITLE: H. Fenwick Huss, Dean, Robinson College of Business

EDUCATION: D.B.A., University of Tennessee-Knoxville
M.A. (Economics) University of Connecticut-Storrs
B.A. (Economics) University of North Carolina-Chapel Hill

PROFESSIONAL EXPERIENCE: Professor Fenwick H. Huss, Dean of the Robinson College of Business, provides overall strategic leadership to GSU-CIBER. Dean Huss is a committed international educator and administrative leader. He has been responsible for many of the Robinson College's international linkages with partners in China, Russia, South Africa, Brazil, France, Dubai, Egypt, and Ivory Coast, among others. He has served as a principal investigator in major international projects some of which were funded by the USAID. Dean Huss' commitment and energy has kept the Robinson College in the forefront of international education and outreach.

Dean Huss has assisted universities in Russia, Ukraine and Sub-Saharan Africa in restructuring their business programs. He also directed Robinson's USAID-funded development projects in South Africa, Ghana and Egypt, and has lectured extensively in the People's Republic of China over the past two decades on business information needs in transition economies. Dean Huss was instrumental in the founding of the Ron H. Brown Institute in Sub-Saharan Africa, named for the late U.S. secretary of commerce. Today, he serves as a director of the Ron Brown Institute, which offers business training and skills development for entrepreneurs. The Institute is jointly led by Georgia state university and the University of Pretoria in South Africa. Dean Huss also serves on AACSB International's Maintenance of Accreditation Committee and previously served on the Peace through Commerce Task Force.

NAME/TITLE: Eric Joiner, Vice Chairman and Co-Founder, AJC International Inc.

EDUCATION: MBA, Georgia State University
BBA, Georgia State University

PROFESSIONAL EXPERIENCE: Eric has been instrumental in forming a very impressive Advisory Council for GSU-CIBER, and chairs the current Board for the J. Mack Robinson College of Business. He is a highly respected international business leader. Eric founded AJC International in 1972, and developed into a billion-dollar international trading company. AJC International, based in Atlanta, Georgia, is a world leader in marketing frozen and refrigerated food products, as well as in logistics and logistics services. Its suppliers and customers are located in more than 140 countries on six continents. AJC's multicultural workforce represents over 20 nationalities, speaking more than 25 languages. Prior to founding AJC International, Eric worked in aircraft sales with Lockheed Aircraft Corporation and in sales management. Joiner is a past Chairman and member of the Board of Directors of the *United States Poultry and Egg Export Council*. He is also a member of the Board of Directors of the *National Chicken Council* and *Frosty Acres Brands, Inc.* Joiner serves on the Board of Advisors for *The Carter Center Atlanta* and is a member of the *USDA Trade Advisory Committee*. He is a Founder & Trustee of the *Lee Campbell Education Foundation*, and past Chairman of the Board of *Senior Citizens of Metro Atlanta*.

NAME/TITLE: Maury Kalnitz, Director, Executive Doctorate Program, Georgia State University

EDUCATION: MBA with Honors, Robinson College of Business, Georgia State University
M.S. Engineering, Illinois Institute of Technology
B.S. Engineering, University of Illinois

PROFESSIONAL EXPERIENCE: Maury C. Kalnitz comes to Robinson's Executive Doctorate in Business program after serving as managing director of the Executive MBA Council, a not-for-profit association of universities and colleges that offer Executive MBA programs. Maury has returned to Robinson for the third time in his career: he first was a student in the Executive MBA program, from which he graduated with honors. Subsequently, he served as the program's director.

Maury spent almost 30 years at IBM, working in the insurance, primary metals, construction, consulting and information technology industries. During his career with the company, Maury held line and staff executive appointments in both marketing and development. He gained significant international management experience as head of development operations for IBM Europe and as head of health industry marketing for Asia/Pacific.

While a student at Georgia State University, Maury was elected to Beta Gamma Sigma Honorary Business Fraternity. He received the George Malanos Award for academic excellence and was elected to Phi Beta Delta, the honorary society for international scholars.

NAME/TITLE: Stephen J. Kay, Americas Coordinator, Federal Reserve Bank of Atlanta

EDUCATION: Ph D, University of California
BA, University of California, Berkeley

PROFESSIONAL EXPERIENCE: Stephen Kay is the coordinator of Latin America analysis at the Federal Reserve Bank of Atlanta and coordinator of the Bank's Americas Center. His research focuses on political economy and public policy in Latin America. His articles on pension reform in Latin America have appeared in Comparative Politics, Foreign Policy, the Journal of Aging and Social Policy, the Journal of European Social Policy, the Journal of Inter-American Studies and World Affairs, International Social Security Review, and the Atlanta Fed's Economic Review. He is the editor of Lessons from Pension Reform in the Americas (with Tapen Sinha, Oxford University Press 2008). He has testified twice before committees of the United States Congress on pension reform in Latin America. He holds a doctorate in political science from the University of California, Los Angeles. Steven also serves on the business advisory board for GSU's AIESEC student organization.

NAME/TITLE: Ihsen Ketata, Consultant, Center for International Business, Education, and Research, Georgia State University

EDUCATION: Ph.D., University of Montpellier I, France
M.A., University of Montpellier I, France

PROFESSIONAL EXPERIENCE: Dr. Ihsen Ketata serves Coordinator of French and Arabic sections of BUSA 3000 and as a consultant for GSU-CIBER. In this capacity, she leads several student projects and competitions, implementation of workshops, conferences and guest speaker events and assists with the visiting scholar program in support of the center's goals and objectives. She also teaches in the Institute of International Business. Ihsen received her Ph.D. in strategic management and her master's degree in economic analysis, modeling and quantitative analysis from the University of Montpellier I, France. During her doctoral studies, she taught several courses in French both at the University of Montpellier I, France and at the Institut Supérieure d'Administration des Affaires of Sfax (ISAAS), Tunisia. Ihsen has served as a visiting assistant professor at the ISAAS, Tunisia and had a Temporary Appointment for Instruction and Research in the University of Montpellier I. Prior to joining Georgia State University, she was a post-doctoral fellow at Georgia Tech-CIBER, where she continued her research in the area of multinational company strategies. Ihsen initially joined GSU-CIBER as director where she helped found the Southeast U.S. Higher Education Consortium for International Business, created the international business field study course and added it to the international business certificate, and co-chaired conferences like CIMaR 2011 and conducted business in the Middle East.

NAME/TITLE: Heechun Kim, Assistant Professor, Institute of International Business

EDUCATION: Ph.D., W. P. Carey School of Business, Arizona State University (Strategic Management, 2008)
M.S., Hanyang University (Strategic Management, 2002)
B.A., Hanyang University (Business Administration with highest honors, 1999)

PROFESSIONAL EXPERIENCE: Professor Kim is an Assistant Professor of international Business, the Institute of International Business. He received his Ph.D. in Strategic Management from the W. P. Carey School of Business at Arizona State University. His research and teaching center on multinational business strategy and corporate governance, especially in the context of emerging economies. Professor Kim has published articles in such academic journals as ***Organization Science*** and ***Journal of International Business Studies***. Prior to joining the GSU in 2009, He served on the business school faculty of Wayne State University.

NAME/TITLE: Kathe Falls, Deputy Commissioner, International Trade, Georgia Department of Economic Development

EDUCATION: BS, Foreign Languages-International Trade, Auburn University

PROFESSIONAL EXPERIENCE: Kathe Falls oversees the state's International Trade program at the Georgia Department of Economic Development, which works with Georgia companies to contribute to the expansion of Georgia's exports, creates and retains jobs attributable to exports and assists with efforts to internationalize Georgia's economy.

Ms. Falls has been affiliated with GDEcD since 1984, holding several positions of increasing responsibility. She was promoted to her current position as Deputy Commissioner of International Trade in May 2014. She serves on the Intergovernmental Policy Advisory Committee on Trade with the U.S. Trade Representative, and is the past president of the State International Development Organization, both located in Washington, D.C. She is also a former member of the Trade and Transportation Advisory Council of the Federal Reserve Bank in Atlanta and a member of the District Export Council. In May 2007 the International Trade team, under her leadership, was awarded the "Presidential E-Star", the highest honor in the nation for excellence in exporting. The International Trade Division has been nominated to receive a second "Presidential E-Star" award in May 2014. In 2011 Ms. Falls received the "Governor's International Individual of the Year" award from the Atlanta Business Chronicle.

NAME/TITLE: Jun Liu, Associate Provost, Office of International Initiatives, Georgia State University

EDUCATION: Ph.D., Ohio State University
M.Ed., East China Normal University

PROFESSIONAL EXPERIENCE: Dr. Jun Liu is Associate Provost for International Initiatives at Georgia State University. Prior to this position, Liu was Professor and Head of the English Department, Director of the Confucius Institute, and Assistant Vice-Provost for Global Initiatives at the University of Arizona. Dr. Liu has also held multiple leadership roles as an international educator. He served as Past President of TESOL International (Teachers of English to Speakers of Other Languages, Inc.), Vice President of ISCLT (International Society of Chinese Language Teaching), and Senior Advisor to "Hanban" (Office of the Chinese Language Council International). Dr. Liu has published extensively in the area of intercultural communication, communicative competence, and language education. He authored the book *Asian Students' Classroom Communication Patterns in US Universities* (Greenwood Publishing Group, Inc., 2001), and co-authored *Studying in the United States* (Tsinghua University Press, 2007). Dr. Liu is well traveled and has given more than 60 plenary and invited speeches in more than 20 countries since 2000.

NAME/TITLE: Leigh Anne Liu, Associate Professor, Institute of International Business

EDUCATION: Ph.D., Vanderbilt University
M.A., Western Kentucky University
LL.B., Foreign Affairs College

PROFESSIONAL EXPERIENCE: Professor Liu's research centers on individual and group behavior in cross-cultural settings. She studies culture, cross-cultural cognition, negotiation and conflict resolution, and global leadership. Her research activities have involved investigating individual difference in negotiation, international conflict management, diversity and justice, global leadership mental models, global virtual teams, and shared mental models in international negotiation and emotional influence. Dr. Liu currently teaches Global Business, a foundation course of the Global Partners MBA (GPMBA) program and International Business Negotiation.

NAME/TITLE: Karen D. Loch, Professor and Director, Global Partners MBA Program
Institute of International Business

EDUCATION: Ph.D., MIS, University of Nebraska
Diplome, Supérieur de Français Commercial, Chambre de Commerce et
d'Industrie de Paris; Certificat Pratique de Français Commercial
M.A., French Literature and Language, University of Nebraska
B.A., French, English, and Comparative Literature, University of Nebraska

PROFESSIONAL EXPERIENCE: Dr. Karen Loch will assume the position of Associate Director for GSU-CIBER. She brings a breadth and depth of experience in administering grants to this position. A recipient of two NSF grants, she was the principal investigator and led a five-member multi-national research team. She also secured and administered two BIE grants to advance the internationalization of RCB and its students, faculty, and staff. The conceptualization and delivery of a four-session series, *How to Go International* and Global start-up business plan competition are two examples of program initiatives. Loch is recognized for her outreach efforts and strong relationships in the international business community. She is a Board Member for the Japan American Society of Georgia and the World Trade Center of Atlanta, an active member of the Global Commerce Council for the Metro Atlanta Chamber of Commerce. She launched two significant outreach initiatives for RCB – the Center for Global Business Leadership and the Global Business Leaders Roundtable during her seven-year tenure as Director of the Institute of International Business. She continues to serve as the faculty director for the International Business Alliance (IBA) which she founded in collaboration with the Society of International Business Fellows in 1992.

NAME/TITLE: William Nichols, Chair, Modern and Classical Languages,

EDUCATION: Ph.D., Michigan State University

PROFESSIONAL EXPERIENCE: William Nichols serves as CIBER's co-coordinator for business languages. In this capacity he implements additional business language sections and refines teaching materials for existing courses. He also creates and enriches intermediate and advanced sections for select less commonly taught languages. His primary research interest focuses on exploring the perceptions of Spain's modern identity through the interrelation between politics, cultural production and capitalism in contemporary peninsular literature and film as well as other forms of cultural expression like music and museum expositions. Bill has published on diverse themes like detective fiction, corporate culture, tourism, food, genre, and globalization in such journals as the Arizona Journal of Hispanic Cultural Studies, Revista Canadiense de Estudios Hispánicos, Tabla Redonda, The Journal for the Study of Food and Society, and Symposium. His manuscript, *Transatlantic Mysteries: Culture, Capital, and Crime in the 'Noir' Novels of Paco Ignacio Taibo II and Manuel Vázquez Montalbán*, was published with Bucknell University Press. In a related project, Dr. Nichols edited a special issue of the Revista Iberoamericana that focused on detective fiction in Spain, Latin America, and the U.S. titled "Crimen, Cadáveres, y Cultura: Siguiendo las pistas de la novela negra." He also co-edited a collection of essays titled "Beyond Madrid: Revisiting the Cultural Archives of La Movida," a special section for the Arizona Journal of Hispanic Cultural Studies, that re-evaluated the cultural impact of the Movida in Spain. Lastly, Dr. Nichols is completing a book-length manuscript titled *Reviving the Transition: Metamemory and the Crisis of Modernity in Recent Spanish Culture* in which he analyzes current film, novel, and museum exhibitions that recall and recreate the recent period of Spanish history known as the Transition.

NAME/TITLE: Sushil Nifadkar, Assistant Professor, Institute of International Business

EDUCATION: Ph.D., Arizona State University
M.B.A., Lucknow University, Lucknow, India
B.A., University of Delhi, Delhi, India

PROFESSIONAL EXPERIENCE: Sushil Nifadkar is an assistant professor at the Institute of International Business, J. Mack Robinson College of Business, Georgia State University. He completed his Ph.D. in Business Administration from Arizona State University in 2009. His current research focuses on affective processes in newcomer adjustment and international management issues, especially as they relate to Indian organizations and business context. His research has been cited more than 300 times in more than 50 countries spread across six continents. One of his papers was recently published in Academy of Management Journal (globally ranked #3 in management research) and his work has also appeared in Journal of Management (globally ranked #2 in management research). In addition, he has published a book chapter on international organizational behavior research and presented his work at major international conferences. He received Journal of Management's 2012 Best Paper Award for a paper published in 2007 based on scholarly impact and contribution to literature over the past five years. Also, Academy of Management's OB Division adjudged him an outstanding reviewer in 2006. He has been a reviewer for Academy of Management Review (globally ranked #1 in management research), Journal of International Business and Academy of Management conferences. He teaches graduate and undergraduate courses on international management, emerging economies and international entrepreneurship. Prior to joining Georgia State University, Professor Nifadkar was a faculty member at University of Calgary, Calgary, Canada. In a previous life, Professor Nifadkar was a business executive in India.

NAME/TITLE: Steven D. Olson, Visiting Clinical Assistant Professor
Center for Ethics and Corporate Responsibility

EDUCATION: Ph.D., Emory University
M.A.R., Yale University
B.A., Calvin College

PROFESSIONAL EXPERIENCE: Steve fuses theory and practice in leadership, leadership development and ethics in addressing current issues of corporate responsibility. His current work focuses on corporate responsibility and environmental sustainability. Prior to joining the Robinson College faculty, he co-founded The Center for Ethics and Corporate Responsibility and then founded the programs in Business and Professional Ethics for Emory University's Center for Ethics. He taught at Emory's Goizueta Business School (1992-99) where he served as the recorder for the Luce Interdisciplinary Faculty Seminar. He was also co-founder and managing partner of Generative Consulting, a leadership development firm (1999-2007), whose clients regularly appear on Fortune's list of the "100 Best Companies to Work For in America" (including the #1 Best Company in 1999).

NAME/TITLE: Richard D. Phillips, Associate Dean for Academic Initiatives and Innovation, Robinson College of Business

EDUCATION: Ph.D., University of Pennsylvania
M.A., University of Pennsylvania
B.S., University of Minnesota

PROFESSIONAL EXPERIENCE: Phillips' areas of research include the financial risk management practices of insurers, financial pricing models of insurance, and various regulatory issues as they pertain to the insurance industry. Phillips has provided advice and research to the Federal government and to major U.S. actuarial consulting firms regarding the modeling of property/liability insurer cash flows. Phillips is a member of the American Risk and Insurance Association, American Finance Association, and the Risk Theory. Phillips was named chair of the RMI department in July of 2006.

NAME/TITLE: Shawn Powers, Assistant Professor, College of Arts and Sciences

EDUCATION: Ph.D., University of Southern California

PROFESSIONAL EXPERIENCE: Shawn Powers specializes in international political communication, with particular attention to the geopolitics of information and information technologies. His current book project focuses on how nation-states adjust to an international system increasingly governed by information-driven financial, political and media networks rather than the geographic and temporal networks of old. His previous research essays have appeared in Media War & Conflict, Global Media & Communication, Ethnopolitics, Argumentation & Advocacy, Orbis and the Journal of Middle East Media and in edited volumes published by Oxford University Press, Palgrave Macmillan, Peter Lang Publishing, the New Press and Routledge. Dr. Powers co-directs the annual Annenberg-Oxford Summer Institute on Media, Policy and Law at Oxford University (UK) and the GSU study abroad program to Istanbul, Turkey titled, "Media, Journalism and Business in a Global Context." Powers is also an occasional commentator for CNN International, The Guardian, Russia Today and National Public Radio. Previously, Powers was appointed to a visiting assistant professorship overseeing USC Annenberg's London Program in conjunction with a research fellowship at the London School of Economics and Political Science for the 2009-2010 academic year. He has traveled widely in the Middle East connecting to his own ethnographic and social scientific research as well as to the study of public diplomacy, and has received funding from the John S. and James L. Knight Foundation, the Department of State, Deutsche Welle and the USC Center for Public Diplomacy.

NAME/TITLE: Penelope B. Prime, Clinical Professor, Institute of International Business

EDUCATION: Ph.D., Economics, University of Michigan
M.A., Economics, University of Michigan
B.A., Chinese Studies, University of Denver

PROFESSIONAL EXPERIENCE: Dr. Prime is professor of international business at the Institute of International Business. Her teaching and research focus on development of emerging markets, with a particular emphasis on China's economy and business environment. Her most recent books are *Global Giant: Is China Changing the Rules of the Game?* (co-edited with Eva Paus and Jon Western, Palgrave MacMillan, 2009) and *Taiwan's Democracy: Economic and Political Challenges*, (co-edited with Robert Ash and John W. Garver, Routledge, 2011).

Dr. Prime's experience includes directing study abroad programs, taking over 300 students to China; conducting field research in China, Taiwan and Hong Kong; traveling across most of China and living in Nanjing and Beijing for extended periods of time; analyzing China's economy for the Center for International Research at the U.S. Bureau of the Census from 1991-1998; and working with companies on China strategy, business environment, negotiations and cultural understanding.

Dr. Prime is also the founder and director of the China Research Center, a non-profit organization dedicated to research and education about contemporary China. Before joining the GSU faculty, Dr. Prime taught at Mercer University, Kennesaw State University, and Carleton College.

NAME/TITLE: Michael Shannon, Principal, Liquid Strategies

EDUCATION: MBA, Georgia State University,
BS, University of Central Florida

PROFESSIONAL EXPERIENCE: Michael Shannon leads the new North America Commercial Solutions, which includes US Strategic Sales, Canada Commercial, Business Development, Commercial Predictive Sciences and Data Management Services (Austin-Tetra). He assumed this role in January 2007. Previously, he was based in London and managed all Equifax businesses throughout Europe which included operations in the UK and Ireland, Spain, and Portugal. Mr. Shannon began his European assignment in July 2001 as UK managing director and later expanded his scope to cover operations, technology, market development and new initiatives across Europe before becoming managing director of Europe. Just prior to his UK assignment, he managed Equifax's Asia Pacific Region. Mr. Shannon also has served as Senior Vice President-Group Controller, North American Information Services, and Senior Vice President, international business development and head of mergers & acquisitions. Mr. Shannon joined Equifax in 1992 as Vice President and Assistant Treasurer. Prior to joining Equifax, Mr. Shannon spent 15 years in the commercial banking industry, working for several regional and money center banks, the most recent being Citicorp North America where he was a Vice President in the structured finance and leasing division.

NAME/TITLE: Margaret Sherman, Clinical Associate Professor, Risk Management and Insurance

EDUCATION: J.D., Vanderbilt University School of Law
B.A., Southern College

PROFESSIONAL EXPERIENCE: Margaret Sherman serves as CIBER's coordinator for business outreach. In this capacity, she helps CIBER collaborate with major businesses, governmental and other organizations on joint programs designed to facilitate cross-border trade, investment and educational exchanges.

Peggy is an assistant professor in the Legal Studies Group of GSU's Risk Management and Insurance Department. She has over 13 years' domestic and international experience as a corporate lawyer, representing primarily technology companies. Peggy served as vice president, associate general counsel and assistant secretary for Per-Se Technologies, Inc. (formerly Medaphis Corporation), a public company providing systems integration services, information technology systems and accounts receivable management services. Prior to that, she was an associate at Powell, Goldstein, Frazer and Murphy, in the Corporate and Technology Department.

During her career in private practice, Peggy managed an in-house legal department; completed numerous mergers and acquisitions; participated in lawsuits, arbitrations and mediations; negotiated licensing, distribution, development and other technology-related contracts in Europe, Latin America, Asia and the U.S.; assisted in various securities filings; advised clients regarding employment laws; and represented clients in loan transactions. Peggy received her law degree from Vanderbilt University School of Law. She is a member of the State Bars of Georgia and the District of Columbia Bar. She has published in various journals, including the American Business Law Journal and The Journal of Legal Studies Education.

NAME/TITLE: Tisha Tallman, President and CEO, Georgia Hispanic Chamber of Commerce

EDUCATION: J.D. University of Iowa;
Dual degree in Political Science and Journalism & Mass Communication,
University of Iowa

PROFESSIONAL EXPERIENCE: Ms. Tallman is the President and CEO of the Georgia Hispanic Chamber of Commerce (GHCC) where she leads the GHCC, the GHCC Foundation, and the GHCC educational arm, Hispanic American Center for Economic Development (HACED). Formed in 1984, GHCC is the Hispanic leader in economic development. GHCC delivers programs and services, offers networking and advertising opportunities, hosts an annual awards gala and an annual business and career expo, conducts trade missions in Latin America countries, and is a legislative voice for its membership in the Georgia General Assembly. Through HACED, the Chamber delivers over 85 seminars and workshops and offers a small business incubator. She is the former Southeast Regional Counsel of MALDEF, the Mexican American Legal Defense and Educational Fund, a national Latino non-profit organization. She opened the southeast regional office in 2002 – the first regional office to be opened in over 20 years. While at MALDEF, Ms. Tallman was also the Interim D.C. Regional Counsel where she worked on national public policy issues affecting the Latino community.

NAME/TITLE: Germán Torres, Associate Chair, Modern and Classical Languages

EDUCATION: Ph.D., University of Georgia

PROFESSIONAL EXPERIENCE: Dr. Germán Torres serves as CIBER's co-coordinator for business languages. In this capacity, he implements additional business language sections and refines teaching materials for existing courses. He also creates and enriches intermediate and advanced sections for select less commonly taught languages. Germán is an associate professor of Spanish and coordinator of the 5-Year Joint Degree in Spanish and International Business, and International Economics and Modern Languages.

Germán's main research interest is in the area of curriculum for language for business programs, particularly the cultural component. In *Visiones* (Yale University Press, 2002), an anthology of Hispanic literature, he proposes the use of the literary text as the vehicle to discuss cultural and business-related issues pertinent to the Spanish-speaking world. The incorporation of literature as a cultural component in language for business programs is taken one step further in *Temas del comercio y la economía en la narrativa hispana* (Yale University Press, 2007), an edited collection of critical essays that explores business and economic issues as they are presented in Hispanic literature. Both books have been adopted as supplementary material in commercial Spanish programs. Articles by Germán on these and other topics related to language for business curriculum have appeared in *Foreign Language Annals* and *Global Business Languages*. He has been a frequent participant and presenter at the annual Language for Business Conference sponsored by CIBER.

NAME/TITLE: Marta S. White, Clinical Associate Professor, Robinson College of Business

EDUCATION: Ph.D. and MBA, Florida State University
 B.A., Oneonta State College, SUNY

PROFESSIONAL EXPERIENCE: Marta White currently serves as the Coordinator for Student Activities and Competitions for GSU's Center for International Business, Education, and Research. Internationally, Marta has lectured at The RONALD H. BROWN INSTITUTE for SUB-SAHARAN AFRICA and the UNIVERSITÉ PANTHÉON-SORBONNE. She is the recipient of several teaching awards, including the 2004 Outstanding Teacher at Georgia State University, the 1999 and 2003 Robinson College of Business Faculty Recognition Award for Outstanding Teaching, the 2002 Board of Advisors Teaching Excellence Award, the 2002 International Education Excellence Award, the 2005 Master Teacher Certificate Award and the nomination for the 2008 J. Mack Robinson College of Business Faculty Recognition Award for Outstanding Teaching.

In addition to striving for excellence and innovation in the practice of teaching, many of Marta's contributions to the scholarship of teaching stem from her collaborations with the Duke CIBER, which have resulted in the publication of several Cross-Cultural Negotiation Simulations; the implementation of the ALBION in China simulation in Singapore, detailed in a 2004 Special Issue of *Global Business Languages*; and more recently, her role as ICE Teaching Consortium Advisor, the dissemination of CultureActive (pioneered by Richard Lewis) and ICE -- both cross-cultural assessment tools grounded in the LMR (Linear-active, Multi-active, and Reactive) framework. Marta is the Program Director for both the Study Abroad in Transition Economies [China/Russia/South Africa] and for the Business Mediterranean Style: Study Abroad in Greece & Turkey Program.

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**CENTER FOR INTERNATIONAL BUSINESS EDUCATION AND RESEARCH
GEORGIA STATE UNIVERSITY**

**Budget Justification for Proposed Projects and Administration
Years 1-4**

PART A:

KEY MANAGEMENT, CIBER ADMINISTRATION AND PROJECT PERSONNEL

I. Key Project Management Personnel

The personnel listed in this section will provide management oversight, plan and implement project activities, report on project activities and finances and serve as liaison between GSU and the Department of Education. S. Tamer Cavusgil will continue to serve as Executive Director of the GSU CIBER and will lead management and administration efforts. He will be supported by Dawn Foster who will continue to serve as Managing Director of the GSU CIBER to assist the Executive Director. Dr. H. Fenwick Huss, Dean, Robinson College of Business (RCB), provides management oversight on behalf of RCB and the university. Daniel Bello will continue to serve as Director for Research Initiatives; William Nichols will continue to serve as Director for Business Languages; German Torres will continue to serve as Coordinator for Less Commonly Taught Languages; Ihsen Ketata will serve as Coordinator of French and Arabic sections of BUSA 3000; and Paula Huntley will serve as Study Abroad Coordinator for the GSU CIBER. The levels of effort (LOE) for each of these individuals are indicated in the line item budget.

II. GSU-CIBER Administration

The personnel listed in this section are, and will continue to be, directly responsible for administering the GSU-CIBER which will include coordinating their respective activities, deploying personnel, and reporting to the Executive Director, Dr. Cavusgil, who will assume overall administrative responsibility. Mourad Dakhli and Peggy Sherman serve as Coordinators of Business Outreach; Jacobus Boers will serve as Coordinator of Curriculum and Instructional Technology; and Marta White serves as Coordinator for Student Activities and Competitions. A Systems Analyst (To Be Determined) will support the Information Technology needs of the GSU-CIBER.

The GSU-CIBER administration will include the services of a Graduate Assistant @ 50% LOE and a Graduate Assistant @ 100% LOE per academic year, respectively. Academic Year compensation for full time GRAs is \$12,000. The GSU-CIBER also will make use of Student Assistants amounting to 1,500 hours annually at a rate of \$8.00 per hour.

III. GSU-CIBER Project Personnel

The personnel who will be directly involved in implementing project activities are listed in this section. The specific activities they will discharge are identified and they are listed by their respective project numbers. The compensation for each individual is identified either as a fixed annual grant amount, a percentage of their Annual Salary (AN) or a percentage of their Academic Year (AY) salary or as Summer Salary (SUM).

FRINGE BENEFITS

I. Administrative Staff

The Fringe Benefit rate for Management and Administrative Staff is 29.90%; for Graduate Students, the rate is 1.4%.

II. Project Personnel

Project Level of Effort as % Annual Compensation (Identified by Project #)

Georgia State's fringe benefit rate is 29.90% for project personnel who receive a percentage of their Annual Salaries as compensation for project work and for Academic Year personnel for Summer compensation. Those personnel are identified in the budget by project number, their salary basis and their level of effort in percentage terms.

Project Level of Effort as Fixed Annual Grant (Identified by Project #)

Georgia State's fringe benefit rate is 29.90 for project personnel who receive a fixed annual grant amount as compensation for project work. Those personnel are identified by project number and the fixed annual grant amount they will receive.

Project Level of Effort as a % of Academic Year Salary

Georgia State's fringe benefit rate is 29.90% for project personnel who receive a percentage of their compensation for project work during the summer (SUM). Those personnel are identified in the budget by project number, their salary basis and their levels of effort as represented in percentage terms.

PART B: DIRECT COSTS

TRAVEL

I. Administrative Travel

All travel in this budget category will in support of project management and administration and will include domestic and foreign travel, occasional trips by CIBER personnel to conduct conferences and workshops, and to participate in CIBER Directors meetings. Travel will be completed in accordance with USG and Georgia State University regulations.

II. Project Travel

All travel in this budget category will be to implement project activities and will include domestic and foreign travel, occasional trips by CIBER personnel, consortium personnel and students to participate in conferences, seminars, workshops and professional meetings; to develop study abroad activities; and to provide technical assistance. Travel will be completed in accordance with USG and Georgia State University regulations.

EQUIPMENT

No equipment will be procured as part of this project.

SUPPLIES

I. Administrative Supplies

Standard administrative supplies such as copying paper and office supplies, telephone, room rental and motor pool services will be procured for the normal operation of the GSU-CIBER.

II. Project Supplies

Various supplies will be required to implement project activities. They include library and learning materials; teaching materials; specialized software, simulations; resource subscription; AV rentals; disposable project supplies used in workshops, seminars and conferences; copying supplies; long distance telephone services; subscriptions to secondary data bases; multimedia resources; subscriptions to key international business and foreign language periodicals and web resources; printer, scanner, audio visual and other equipment to be used in support of center activities and information services; and computers and peripherals for GSU-CIBER servers and other applications.

OTHER DIRECT COSTS

I. Personnel

As per requirements, the project will procure the professional services of external evaluators at \$1,000/day, including travel at \$400, lodging at \$120/day, and per diem at \$40/day for three days each year.

II. Project Related

Other project related costs will be incurred to facilitate collaborative activities with partner institutions and professional associations; to provide program assistance with co-sponsored projects (planning, publicity, registration assistance); to disseminate online course modules, teaching resources, and facilitate interactive learning Modules and web-interactive foreign language instruction; to acquire specialized application software; to partially support visiting lecturers with travel lodging, per diem, and professional service fees; to provide grants to non-GSU faculty from consortium institutions to fund internationalization initiatives; to pay subscription rental fees to support webcasts of conferences and seminars; to pay personal services fees for copy editing; to purchase new media; to procure contractual services for publications, events, including editing, printing, typesetting and graphic design; and to support semi-annual meetings of the GSU-CIBER advisory council.

PART C:

This section summarizes the broad budget categories discussed above.

INDIRECT COSTS

The indirect cost rate used for this project is 8% consistent with Department of Education Guidelines.

Program Objectives	General Goals	General Outcomes
1. Interdisciplinary Programs in Business, Foreign Languages, International Studies & Professional Curricula	Enrich educational experiences of students via exposure to business languages, area studies, and study abroad opportunities.	Graduates with broad perspectives and better qualifications in international business and languages.
2. Less Commonly Taught Languages and Interdisciplinary Programs for Foreign Language & International Studies Faculty & Advanced Students	Provide management and economics perspectives for foreign language faculty and enable them to develop expertise in business languages, especially through the new LRC.	Foreign language and international studies faculty with core knowledge of management and economics; and engaged in business language development.
3. Collaboration with Educational Institutions, Associations & Businesses	Create new consortia to foster an environment for cross-fertilization of ideas for significant reach, impact, and cost-effectiveness.	Meaningful collaborative projects with CIBERS, MSIs and others; larger number of participants benefiting from joint efforts.
4. Research on International Competitiveness	Generate knowledge of the total global value chain of U.S. organizations engaged in international business; expose non-traditional emerging markets to U.S. managers.	Globally competitive business enterprise; faculty conducting applied research on international competitiveness of U.S. businesses; resulting in practical research finding, reports, and publications.
5. Programs to Develop International Expertise of Business Executives & Other Professionals	Through The Export Academy and other activities, continue to enhance IB and business language capabilities of U.S. managers; develop greater capacity for U.S. managers to understand all aspects of the global value chain of companies.	Globally competent managers with IB and business language proficiency; enterprises better prepared to succeed; ready-to-use practical tools and methodologies.
6. Academic Outreach	<p>Using the GSU-CIBER led Minority Serving Consortium and other platforms, foster professional development opportunities for business and foreign language faculty to develop and/or maintain their leading –edge international knowledge.</p> <p>Facilitate professional development of business faculty in acquiring international business knowledge; provide mechanisms for integration of the “international dimension” into teaching, research, and service.</p>	<p>Qualified faculty who are better prepared to engage in international business education and research, and business language instruction.</p> <p>Business faculty with first-hand knowledge of foreign environments, business practices, and cultures. Ample opportunities for direct exposure to events, pedagogical materials, cases, and media to be used in instruction.</p>
7. Development & Dissemination of Teaching & Resource Materials in International Business & Languages	<p>Share pedagogical materials and innovative approaches to teaching international business, area studies, and business languages with educators, students, and businesses.</p> <p>Development of new pedagogical approaches and teaching materials, including interactive learning modules.</p>	<p>Educators and business people equipped with instructional and research materials designed to diffuse international, comparative, and cross-cultural knowledge; interactive web resources.</p> <p>Learning resources and more effective approaches to teaching IB, business languages, and interdisciplinary courses.</p>
8. Development of Overseas Linkages	Establish meaningful working relationships with select educational institutions, organizations, and businesses internationally.	Greater exchange and cross-fertilization of knowledge and practices in international business education and research; greater number of students and faculty benefiting from direct overseas experience.

1. Project Goal Statement: Continue articulation of the core body of knowledge for teaching of the first course in International Business, and produce and widely disseminate pedagogical resources to faculty nationally. (Project 1a)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Improve existing, and create new teaching materials for the Spanish-language section of the introductory course.	A.1 Review, revise, and create all Spanish language course materials.								
B) Create new teaching materials for the French, Chinese, and Arabic-language sections of the introductory course.	B.1 Create all French, Chinese, and Arabic language course materials.								
C) Disseminate teaching resources via a dedicated online portal and through workshops and seminars.	C.1 Maintain online portal. C.2 Host workshops & seminars. C.3 Collaborate with participating institutions and CIBER's in the MSI program and the Southeast U.S. Consortium for Teaching International Business.								

1. Project Goal Statement: Continue undergraduate curriculum internationalization and enrichment. (Project 1b)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Improve existing <i>Freshman Learning Community</i> course with the international business theme.	A. Review, refine, and create new teaching materials.								
B) Integrate business ethics and global citizenship themes into core business requirement, <i>BUSA 3000</i> .	B. Refine courses and update teaching materials.								
C) Enrich the undergraduate specialization in international business with additional course and study abroad modules for the <i>Certificate in International Business</i> .	C. Develop new options.								
D) Enrich Honors section of <i>BUSA 3000</i> Introductory International Business class	D. Refine courses and update teaching materials.								

1. Project Goal Statement: Enrichment of Business Language Curriculum. (Project 1c)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Improve existing Spanish section of <i>BUSA 3000</i> Introductory International Business course.	A. Review, refine, and create new teaching materials.								
B) Improve French language section of <i>BUSA 3000</i> Introductory International Business class.	B. Refine courses and update teaching materials.								
C) Enrich the <i>Spanish for International Business I & II</i> -- SPAN 4405 & 4407.	C. Add internship component.								
D) Enrich <i>German for International Business I & II</i> – GRMN 4431 & 4432.	D. Add internship component.								
E) Enrich <i>Italian for International Business I & II</i> – ITAL 4042 & 4043	E. Add internship component.								
F) Enrich <i>French for International Business I & II</i> – FREN 4042 & 4043	F. Add internship component.								
G) Create Chinese language section of <i>BUSA 3000</i> Introductory International Business class	G1. Create courses and teaching materials. G2. Recruit students.								
H) Create Arabic language section of <i>BUSA 3000</i> Introductory International Business class	H1. Create courses and teaching materials. H2. Recruit students.								
I) Enrich <i>Literature for Students of International Business</i> -- SPAN 4445	I. Add internship component.								

1. Project Goal Statement: Graduate curriculum internationalization and enrichment. (Project 1d)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Improve existing and future <i>Master of International Business</i> cohorts.	A1. Review, refine, and create new teaching materials. A2. Recruit new cohort of existing master's program								
B) Improve <i>Global Partners MBA</i> .	B. Revise and enrich curriculum.								
C) Create <i>Global MIB</i> program.	C1. Create new dual degree program in collaboration with Leeds University Business School. C2. Recruit cohort								
D) Develop <i>Commercial Diplomacy</i> course for full-time MBA students	D1. Create courses and teaching materials.								
E) Expand <i>Master of International Business (MIB) and Information Technology</i> program	E1. Revise and expand curriculum								
F) Expand <i>Master of Business Administration (MBA) with Concentration in International Entrepreneurship</i>	F1. Revise and expand curriculum F2. Add internship component								

1. Project Goal Statement: Executive Doctorate in Business continuation. (Project 1e)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Advance the development and practice of effective organizational leadership in global organizations	A1. Continued offering of, and recruitment for program								

1. Project Goal Statement: New doctoral courses in international business. (Project 1f)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Enrich and improve existing <i>Cross-Cultural Frameworks</i> course.	A. Revise and expand curriculum.								
B) Enrich and improve existing <i>Buyer-Seller Relationships in International Channels</i> course.	B. Revise and expand curriculum.								
C) Develop <i>IB 9910 - Doctoral Seminar in International Business Theory/International Business Theory -- The Origins and Future of International Business</i> .	C. Create courses and teaching materials.								

1. Project Goal Statement: Interdisciplinary study abroad courses. (Project 1g)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Development of additional study abroad courses and refinement of existing programs for RCB students.	A. Create courses, programs, and teaching materials for new locations.								
B) Enrich and improve Study Abroad tours for PMBA (Professional MBA) students.	B. Refine program with new destinations.								
C) Enrich and improve Study Abroad tours for EMBA (Executive MBA) students.	C. Refine program with new destinations.								
D) Continue increasing funds in order to award a larger number of study abroad scholarships.	D. Seek new donations from GSU alumni and friends.								

1. Project Goal Statement: Co-Curricular activities to enrich student experiences. (Project 1i)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Continue the Southeast Consortium Case Challenge Competition.	A1. Continue administration of program and recruitment of student, business, and faculty participants.								
B) Continue International Teaching Assistant Orientation Program.	B. Continue partnership with other GSU offices to offer orientation and training program.								
C) Expand <i>Annual Student Business Plan Competition for New International Ventures</i> .	C1. Seek out additional international market expansion projects.								
D) Continue and expand <i>International Business Alliance</i>	D1. Continue offering Mentor Program. D2. Recruit students, businesses, and faculty for new initiatives including: Speakers Forum, Company field visits and briefings, Dine & Unwind Series.								
E) Enrich <i>AIESEC GSU Chapter</i>	E1. Develop more international internships. E2. Assist with event planning. E3. Develop more introductions to executive business leaders								

1. Project Goal Statement: Language Resource Center for Less Commonly Taught Languages. (Project 2a)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Partner with the new Language Resource Center, <i>uCentral</i> .	New center development A1. Refine courses. A2. Develop new pedagogical material . A3. Facilitate faculty development. A4. Develop linkage agreements with universities in respective countries A5. Hire a LCTL Center Coordinator								

1. Project Goal Statement: Expansion of intermediate and advanced sections for select LCTLs. (Project 2b)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Expand current LCTL courses beyond elementary and intermediate sections.	A1. Offer advanced sections of the following courses: <ul style="list-style-type: none"> • Arabic • Chinese (Mandarin)** • Hebrew (Modern)** • Japanese** • Korean** • Portuguese** • Russian** • Swahili** • Turkish** 	PR/Award # P220A140016							

1. Project Goal Statement: Language learning technologies for LCTLs. (Project 2c)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Continue implementation of cutting-edge pedagogical tools in teaching Spanish.	<p>A1. Continue using Desire2Learn, Quia, computer-assisted instruction programs, and other online components to teach LCTLs.</p> <p>A2. Recruit experienced faculty to train and supervise instructors of LCT languages.</p>								

1. Project Goal Statement: Supplementing LCTLs with study abroad and work abroad components. (Project 2d)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Integrate study abroad and internships with LCTL studies.	<p>A1. Supplement current language courses with shorter-term study tours.</p> <p>A2. Recruit students to enroll in courses and participate in study abroad programs.</p>								

1. Project Goal Statement: Business Arabic Program. (Project 2e)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Develop new Business Arabic course to be offered on a regular basis.	A1. Create courses, programs, and teaching materials to offer to students currently enrolled in <i>Five-Year Joint Degree</i> programs.								

1. Project Goal Statement: Enrichment of Arabic language programs. (Project 2f)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Enrich and improve existing courses in Business Arabic.	A1. Seek new study abroad opportunities. A2. Launch a joint <i>Master of International Business</i> (MIB) and a B.S. in Arabic program.								

1. Project Goal Statement: Enrichment of the Turkish language program. (Project 2g)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Enrich and improve existing courses in Turkish.	A1. Offer summer intensive Turkish courses. A2. Develop formal relationships with the Turkish Learning Research and Application Centre (TÖMER) of Gazi University (Ankara, Turkey) for student exchanges. A3. Continue offering study abroad opportunities in Turkey.								

1. Project Goal Statement: Business Language Conference. (Project 2h)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Acquire content, resources and pedagogical tools for teaching a foreign language in the context of culture and international business.	A1. Continue co-sponsorship of annual conference. A2. Continue providing travel funds to faculty for conference participation.	PR/Award # P220A140016 Page e201							

1. Project Goal Statement: Bachelor of Arts in Interdisciplinary Studies with a concentration in Middle East Studies. (Project 2i)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Enrich and enhance current degree program.	A1. Strengthen the language component of existing degree program. A2. Develop additional area-specific courses.								

1. Project Goal Statement: Undergraduate Dual Degree Program in International Economics & Modern Languages; in collaboration with the University of Venice, Italy, and University of Versailles, France. (Project 2j)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Enrich and enhance current curriculum.	A1. Collaborate with overseas partner to integrate language mastery with Economics and Management degree								

1. Project Goal Statement: B.A. Degree in European Business Studies and Modern Languages; with concentrations in French, German, Italian, and Spanish. (Project 2k)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Develop new degree program.	A1. Create a new B.A. degree in European Studies and Modern Languages with concentrations in French, German, Italian, or Spanish. A2. Recruit students.								

1. Project Goal Statement: Joint five year international business and international studies / foreign language degree programs. (Project 2l)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Enrich and expand current Master of International Business (MIB) and Master of International Affairs (M.A.) Program.	A1. Review and revise curriculum. A2. Expand student recruitment.								
B) Enrich and expand current Master of International Business (MIB) and B.S. in French/German/Spanish.	B1. Review and revise curriculum. A2. Expand work and study abroad programs.								

1. Project Goal Statement: Faculty development grant program. (Project 2m)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Continue offering grants to faculty to facilitate interdisciplinary research and teaching.	A1. Continue application and material review. A2. Increase funding opportunities.								

1. Project Goal Statement: Staff development grants. (Project 2n)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Develop program to offer grants to GSU staff involved in managing Study Abroad programs	A1. Create application and material review process.								

1. Project Goal Statement: Orientation program for first-time study abroad faculty leaders. (Project 2o)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Continue seminar series to familiarize faculty and staff with the tasks and responsibilities associated with leading study abroad programs.	A1. Offer seminars during Spring and Fall semesters. A2. Promote seminars to institutional and consortia faculty.								

1. Project Goal Statement: International Centers of Excellence Initiatives. (Project 2p)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
The Americas Program at the Carter Center A) Strengthen regional capacities to promote democracy, transform and prevent conflicts, and improve democratic governance.	A1. Develop new initiatives to explore the intersection of democracy and growing economies.								
Center for Latin American and Latino/a Studies B) Develop collaborative projects to explore international business phenomena within the Latin American context.	B1. Implement <i>Lecture Series</i> . B2. Fund Research grants for faculty and graduate students. B3. Host annual symposium								
Center for International Media Education C) Develop collaboration to infuse international business themes.	C1. Facilitate <i>World Media Forum event</i> . C2. Sponsor <i>Journalism Education in China</i> project. C3. Disseminate <i>Journal of Middle East Media</i> publication.								

1. Project Goal Statement: International Centers of Excellence Initiatives. (Project 2p)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
China Research Center D) Develop collaboration to infuse international business themes.	D1. Initiate outreach to business and academic community. D2. Co-host events and visiting Chinese scholars.								
Center for the Comparative Study of Metropolitan Growth, College of Law E) Foster interdisciplinary research exploring the intersection of trade, urban growth, and environmental law.	E1. Co-sponsor research projects concerning: <ul style="list-style-type: none"> • Environmental Law Capacity-Building in the CAFTA-DR Countries; • Trade and keeping dynamic urban areas; and • Building sustainable water infrastructure and coping with population increase and development pressures 								
International Law Enforcement Enterprise and Exchange F) Develop collaboration to infuse international business themes.	F1. Support research, training, and outreach activities devoted to terrorism, counterterrorism, homeland security, cyber-crime, and best practice development								
The Middle East Institute G) Expand interdisciplinary collaboration in research, outreach and joint event development	G1. Implement collaborative projects								

1. Project Goal Statement: International Centers of Excellence Initiatives. (Project 2p)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
Asian Studies Center H) Expand interdisciplinary collaboration in research, outreach and joint event development.	H1. Co-coordinate cultural, artistic and scholarly activities related to Asia and Asian Americans through travel, teaching and research H2. Promote undergraduate education on Asia via an Asian Studies major and curriculum H3. Co- coordinate research and teaching among the various faculty and programs at GSU which have an Asian component.								

1. Project Goal Statement: Southeast U.S. Higher Education Consortium for International Business. (Project 3a)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Continue administration of this consortium created by GSU-CIBER through expanded programming.	A1. Continue offering seminars and workshops several times each year. A2. Continue funding travel for consortium faculty. A3. Offer increased study abroad programming, available to students at member institutions. A4. Develop programs to allow students from member institutions to apply for GSU study abroad scholarships.	PR/Award # P220A140016							

1. Project Goal Statement: Minority Serving Institution Consortium. (Project 3b)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Initiate administration of this consortium created by the Memphis CIBER in 2006, and offer expanded programming.	<p>A1. Partner with 12 CIBER's and 13 MSI's to continue offering seminars and workshops several times each year.</p> <p>A2. Continue funding travel for consortium faculty.</p> <p>A3. Offer increased study abroad programming, available to students and faculty at member institutions.</p> <p>A4. Develop programs to allow students from member institutions to apply for GSU study abroad scholarships.</p> <p>A5. Host annual Globalization seminars.</p>								

1. Project Goal Statement: Metro Atlanta Chamber of Commerce partnership. (Project 3c)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Expand partnership with the Global Commerce team of the Metro Chamber.	A1. Provide technical assistance with: <ul style="list-style-type: none"> GSU-CIBER's US Latin America Trade (USLAT) facilitation project, trade missions to foreign commercial centers; GO Global executive coaching project; and The SEUS-CP Alliance Conference 								

1. Project Goal Statement: Training and advisory support on exporting and international trade through regional partners. (Project 3d)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Expand partnership with the State of Georgia, Department of Economic Development, International Investment and Global Commerce.	A1. Develop and support new projects.								
B) Continue partnership with Metro Atlanta Chamber of Commerce.	B1. Support continuing projects.								
C) Develop partnerships with Hartsfield-Jackson Atlanta International Airport and the Ports of Savannah.	C1. Develop and support new projects.								

1. Project Goal Statement: Training and advisory support on exporting and international trade through regional partners. (Project 3d)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
D) Continue partnership with the World Trade Center of Atlanta	D1. Support continuing projects.								

1. Project Goal Statement: Atlanta Consular Corps and Bi-National Chambers of Commerce Alliance for International Business. (Project 3e)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Expand partnership with this network in order to implement joint programs designed to facilitate cross-border trade, investment, and educational exchanges.	A1. Provide technical assistance to individual firms. A2. Host seminars and workshops. A3. Provide research and intern support. A4. Identify new partners.								

1. Project Goal Statement: Collaboration with major businesses in the region. (Project 3f)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Develop partnerships with companies like Coca-Cola, Lockheed Martin Aero, CNN/Turner Enterprises, Delta, Federal Reserve Bank of Atlanta, Home Depot, UPS, Scientific Atlanta, and KIA Motors.	A1. Host Annual <i>CEO Leadership Forum</i> . A2. Develop and support new projects.								

1. Project Goal Statement: Collaboration with major businesses in the region. (Project 3g)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Continue collaboration with NGOs, government, and community organizations such as The Carter Center, CARE, the CDC, CIFAL, the Federal Reserve Bank of Atlanta, the Central Educational Center, Global EXEC Women , Japan America Society of Georgia, Consortium on Negotiation and Conflict Resolution, and G3ict (Global Initiative for Inclusive Information and Communication Technologies), to improve understanding of global competitiveness.	A1. Expand initiatives with new collaborative educational and outreach projects.								

1. Project Goal Statement: Global Atlanta collaboration. (Project 3h)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Continue strategic partnership to serve as a dissemination vehicle for GSU-CIBER's <i>Middle Class Scorecard for Emerging Markets</i> updates, and other products.	A1. Continue supporting web portal for international business news, insights, and commentaries related to the Southeast U.S. region.								

1. Project Goal Statement: National District Export Council. (Project 3i)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Continue participation in the CIBER-wide collective effort to collaborate with the National District Export Council (NDEC), spearheaded by San Diego State University.	A1. Continued partnership to support new initiatives								

1. Project Goal Statement: Middle Class Scorecard for Emerging Markets. (Project 4a)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Expand initiatives associated with the dissemination of the <i>Middle Class Scorecard</i> .	A1. Continue and expand methodology. A2. Organize special workshops and plan dissemination vehicles for sharing insights. A3. Make refinements to the database of countries								

1. Project Goal Statement: GSU-CIBER Research on Emerging Market Risk Index (EMRI). (Project 4b)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Continuing initiative carried out in collaboration with the <i>World Affairs Council of Atlanta</i> , and various members of the Atlanta business community.	A1. Continue incorporating extensive operations and societal data with political and macroeconomic indicators. A2. Market findings to businesses and institutions.	PR/Award # P220A140016 Page e211							

1. Project Goal Statement: Co-Sponsorship of Competiveness Conferences. (Project 4c)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Continue co-sponsorship of the <i>Atlanta Competitive Advantage Conference</i> and <i>Americas Competitiveness Forum</i> .	A1. Partner with the Robinson College of Business and the Herman J. Russell Sr. International Center for Entrepreneurship for continuing co-sponsorship activities.								

1. Project Goal Statement: Faculty and doctoral student research fund. (Project 4d)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Continue offering grants to faculty to facilitate interdisciplinary research and teaching.	A1. Continue application and material review. A2. Increase funding opportunities.								

1. Project Goal Statement: Consortium for International Marketing Research (CIMaR). (Project 4e)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Continue initiatives to bring together a worldwide network of international marketing scholars for the purpose of collaborative research.	A1. Continue co-hosting annual meetings. A2. Continue sponsorship of the edited book series published under the title, <i>Advances in International Marketing</i> .								

1. Project Goal Statement: Periodic workshops and seminars to disseminate findings of GSU-CIBER Emerging Market Risk Index (EMRI). (Project 5a)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Continuing initiative carried out in collaboration with the <i>World Affairs Council of Atlanta</i> , and various members of the Atlanta business community.	A1. Continue incorporating extensive operations and societal data with political and macroeconomic indicators. A2. Market findings to businesses and institutions.								

1. Project Goal Statement: The Export Academy. (Project 5b)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Create comprehensive professional development program designed to assist medium-sized firms successfully expand export activity.	A1. Develop application materials and selection criteria. A2. Recruit participating businesses from local community. A3. Recruit students/business executives.								

1. Project Goal Statement: Global Business Ethics. (Project 5c)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Develop partnership with the RCB Center for Business Ethics and Corporate Responsibility.	A1. Co-sponsorship of educational and outreach activities.								

1. Project Goal Statement: Global Business Leadership Forum. (Project 5d)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Partner with <i>Center for Global Business Leadership</i> to continue support of educational series to inform business executives about current global management practices, trends, and challenges	A1. Continue co-sponsorship of activities.								

1. Project Goal Statement: Global Executive Leadership Conference. (Project 5e)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Partner with <i>Center for Global Business Leadership</i> to continue support of annual event featuring respected CEOs discussing contemporary business challenges.	A1. Continue co-sponsorship of conference.								

1. Project Goal Statement: U.S. - Latin America Trade (USLAT) Internationalization Assistance Project. (Project 5f)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Continue partnership to provide technical assistance to Latin American firms initiating or expanding trade and investment activities.	A1. Support faculty members who contribute to the USLAT project.								

1. Project Goal Statement: Global Public Health Education and Research. (Project 5g)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Develop partnership with the Institute of Health Administration.	A1. Support research and education on such global healthcare management issues.								

1. Project Goal Statement: World Affairs Council of Atlanta. (Project 5h)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Continue support of WACA activities.	A1. Co-sponsor the Annual Metro Atlanta WorldQuest Competition.								

1. Project Goal Statement: Minority Serving Institution Consortium under the Leadership of GSU-CIBER. (Project 6a)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Initiate administration of this consortium created by the Memphis CIBER in 2006, and offer expanded programming.	<p>A1. Partner with 12 CIBER's and 13 MSI's to continue offering seminars and workshops several times each year.</p> <p>A2. Continue funding travel for consortium faculty.</p> <p>A3. Offer increased study abroad programming, available to students and faculty at member institutions.</p> <p>A4. Develop programs to allow students from member institutions to apply for GSU study abroad scholarships.</p> <p>A5. Host annual Globalization seminars.</p>								

1. Project Goal Statement: Southeast U.S. Higher Education Consortium for International Business. (Project 6b)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Continue administration of this consortium created by GSU-CIBER through expanded programming.	<p>A1. Continue offering seminars and workshops several times each year.</p> <p>A2. Continue funding travel for consortium faculty.</p> <p>A3. Offer increased study abroad programming, available to students at member institutions.</p> <p>A4. Develop programs to allow students from member institutions to apply for GSU study abroad scholarships.</p>								

1. Project Goal Statement: GSU-CIBER's Landmark Conference on Middle Class Phenomenon in Emerging Markets. (Project 6c)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Continue and expand hosting of this bi-annual conference which brings together researchers representing diverse disciplines addressed the development, needs, and future of middle class households emerging markets in several regions.	<p>A1. Continue organizing and hosting conference in various locations.</p> <p>A2. Recruit presenters, speakers, and attendees.</p> <p>A3. Assemble white paper.</p> <p>A4. Publish book.</p>								

1. Project Goal Statement: International Business Institute for Community College Faculty. (Project 6d)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Continue support of this workshop to provide participants with knowledge, experiences, and resources to internationalize general business courses and/or develop specialized international business programs and courses (e.g., marketing, trade, finance, economics, supply chain management, accounting, strategy, human resources).	A1. Continue co-sponsorship of Institute. A2. Continue funding travel for institutional and consortia faculty participants.								

1. Project Goal Statement: Faculty Development Program collaboration with other CIBER's, community colleges, and professional associations (including the Academy of International Business, American Marketing Association, AACSB, NASBITE, and others. (Project 6e)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Continue partnership with other CIBERs in the offering of the following professional development opportunities.	<p>A1. Continue co-sponsorship of several FDIB programs:</p> <ul style="list-style-type: none"> Florida International U. CIBER's Professional Development in International Business - <i>MERCOSUR Program</i> Florida International U. CIBER's Professional Development in International Business - India Program Florida International U. CIBER's Professional Development in International Business - Spain: Teaching Spanish for Business program University of South Carolina CIBER Faculty Development for International Business - Sub-Saharan Africa 								

1. Project Goal Statement: Travel Grants to faculty from the Southeast U.S. Higher Education Consortium for International Business for Participation in Faculty Development Programs. (Project 6f)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Continue offering grants to consortium faculty to fund travel and conference participation.	A1. Continue application and material review. A2. Increase funding opportunities.								

1. Project Goal Statement: Outreach to K-12 and college faculty on globalization and contemporary international trade issues. (Project 6g)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Develop initiative to bring together faculty from smaller Georgia schools several times a year in the Atlanta area for a one-day workshops.	A1. Create and organize workshops. A2. Disseminate teaching materials and resources.								

1. Project Goal Statement: Webcasts of major international business and international studies conferences and seminars. (Project 6h)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Develop webcasts of various GSU-CIBER seminars and conferences in order to disseminate to academic and business community.	A1. Create webcasts of seminars and workshops. A2. Disseminate webcasts via Global Atlanta portal, GSU-CIBER website, and CIBERWeb.								

1. Project Goal Statement: Dissemination of pedagogical resources for teaching the introductory course in international business. (Project 7a)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Develop methods to disseminate resources for teaching IB introductory course to academic community.	A1. Create and update pedagogical resources. A2. Disseminate resources via Global Atlanta portal, GSU-CIBER website, the USG system, and CIBERWeb.								

1. Project Goal Statement: Development of online portal to disseminate ongoing findings of GSU-CIBER Middle Class Scorecard. (Project 7b)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Develop methods to disseminate findings of Scorecard to business and academic community.	A1. Create online portal. A2. Disseminate resources via Global Atlanta portal, GSU-CIBER website, the USG system, and CIBERWeb.								

1. Project Goal Statement: Dissemination of faculty research, pedagogical content, and student projects through the leading knowledge and news portal Global Atlanta. (Project 7c)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Continue to disseminate GSU-CIBER sponsored intellectual property to business and academic community via the Global Atlanta website.	A1. Continue to disseminate resources, research, and projects via Global Atlanta portal.								

1. Project Goal Statement: GSU-CIBER Publications Programs. (Project 7d)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Continue to maintain an active publications portfolio targeting academic and business readers.	<p>A1. Continue to create and update regular publications, like:</p> <ul style="list-style-type: none"> • <i>Advances in International Marketing</i> (S.T. Cavusgil, Inaugural Editor, in collaboration with Emerald Publishing) • <i>Business Expert Book Series</i> (S.T. Cavusgil, Series Editor, in collaboration with Business Expert Press) • <i>GSU-CIBER Newsletter</i> • <i>GSU-CIBER Annual Report</i> 								

1. Project Goal Statement: International Business Media Library. (Project 7e)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Continue to make multimedia materials available to faculty and doctoral students.	A1. Maintain and acquire multimedia teaching materials.								

1. Project Goal Statement: Degree collaboration with international partners. (Project 8a)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Create and maintain overseas partners to foster faculty development and students exchanges.	<p>A1. Expand partnerships with:</p> <ul style="list-style-type: none"> • COPPEAD Graduate School of Business, Federal University of Rio de Janeiro, and the IAE, the Graduate Business School at the Sorbonne, Paris • University of Paris, Dauphine: Dual Doctoral Degree Program • The Caucasus School of Business (CSB), Tbilisi, Georgia Dual BBA Program • Gazi University, Dual Degree Program and student exchange • Leeds University, Global MIB Program • Southwest Jiaotong University, Dual Degree program & student exchange 								

1. Project Goal Statement: Technical assistance to overseas institutions. (Project 8b)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Provide assistance to foreign institutions for the purposes of developing new programs, creating and revising curricula, and providing insight on administrative processes.	<p>A1. For the Executive MBA program at Alexandria University, Egypt, review, streamline, and rationalize the curriculum; provide faculty training; and formulate a business plan for long term viability of the program</p> <p>A2. For Cairo University Business Education and Private Sector Alignment, assist with curriculum innovation, teaching, research, and business sector collaboration.</p> <p>A3. For the International University of Grand Bassam (IUGB), Ivory Coast, provide insight on administrative processes, as well as continue development of student exchange program.</p> <p>A4. For the Collaboration with The Caucasus School of Business (CSB), Tbilisi, Georgia, focus on offering the Women's Leadership Program and launching the CSB Ph.D. program.</p>								

1. Project Goal Statement: Emerging Market Task Forces. (Project 8c)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Partner with the International Strategic Planning and Development unit within the Office of International Initiatives to serve on the emerging market task force committees in order to implement the international component of Georgia State's Strategic Plan	<p>A1. Partner with various committees for the specified strategic countries.</p> <p>A2. Co-sponsor various activities designed to promote global awareness, organized by the emerging country committees.</p>								

1. Project Goal Statement: Development of overseas linkages with foreign universities. (Project 8d)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Assist faculty with pursuing research collaboration and students to pursue study abroad and work abroad opportunities.	<p>A1. Develop and maintain large portfolio of overseas academic linkages that spread over five continents, including:</p> <ul style="list-style-type: none"> • Azerbaijan University, Azerbaijan • Bermuda College, Bermuda • Cairo University, Egypt • Caucasus University, Republic of Georgia • Copengahen Business School, Denmark • COPPEAD, Federal University of Rio de Janeiro, Brazil • Erasmus University, Netherlands • European Business School, Germany • Federal University of Pernambuco, Brazil • Gazi University, Turkey • Hong Kong Polytechnic University, Hong Kong • Institute for Tourism Studies, China • International U. of Business and Economics, China • Jawaharlal Nehru University, India 								

Objective	U.S. Department of Education Performance Measures
<p>Objective 1: Interdisciplinary Programs in Business, Foreign Languages, International Studies & Professional Curricula</p>	<ul style="list-style-type: none"> • Number of International business courses taught (interdisciplinary incl.); • Number of faculty teaching international business, business language, and interdisciplinary courses; • Number of functional area courses with international emphasis created or revised; • Number of students participation in short-term and semester-long study abroad programs; • Number of internships with international experience; • Number of master's and doctorate graduates with international business degree; • Placement record of master's and doctorate graduates; • Languages taught. • Number of students enrolled in language courses.
<p>Objective 2: Less Commonly Taught Languages and Interdisciplinary Programs for Foreign Language & International Studies Faculty & Advanced Students</p>	<ul style="list-style-type: none"> • Number of international business programs created or revised (interdisciplinary incl.); • Number of students enrolled in international business programs created or revised; • Number of business language courses offered; • Number of students enrolled in business language courses. • Business research activities listed by discipline(s), language(s), world area(s) addressed; • Number of new international business courses, course modules and degree programs offered (interdisciplinary incl.); • Number of outreach activities including resource materials and books for faculty development; • Number of educators, and students utilizing these activities measured by number of publications distributed and number of institutions receiving resources
<p>Objective 3: Collaboration with Educational Institutions, Associations, and Businesses</p>	<ul style="list-style-type: none"> • Conference offered, audience(s), discipline(s), world area(s) addressed; • Number of attendees in conferences; • Number of outreach activities including resource materials, books, journals, online resources; • Number of educators, and students utilizing these activities measured by number of publications distributed and number of institutions receiving resources; • Number of study abroad initiatives created and supported; • Number of students and faculty participating in study abroad initiatives • Faculty development programs offered, audience(s), discipline(s), language(s), world area(s) addressed; • Number of attendees in faculty development programs offered; • Number of attendees in doctoral student development programs offered; • Number of attendees in doctoral student development programs; • Business outreach programs offered; • Number of attendees in business outreach programs.
<p>Objective 4: Research on International Competitiveness</p>	<ul style="list-style-type: none"> • Business research activities listed by title, discipline(s), languages(s), world area(s) addressed; • Conferences organized, audience(s), discipline(s), language(s), world area(s) addressed; • Number of presenters in conference; • Number of publications and research presentations for each category; • Number of presenters in publications and research presentations.

<p>Objective 5: Programs to Develop International Expertise of Business Executives & Other Professionals</p>	<ul style="list-style-type: none"> • Conferences, workshops, and seminars held for regional or national international business community listed by title, audience(s), discipline(s), language(s), world area(s) addressed; • Total number of people attending these events; • Disciplines and languages addressed at these events; • Number of business executives enrolled in The Export Academy • Number of companies and executives requesting Emerging Markets Middle Class Scorecard Index • Number of Emerging Market Risk Index workshops and seminars • Number of business persons attending Emerging Market Risk Index workshops and seminars • Number of executive education programs with international content; • Number of business persons attending executive education programs; • Number of executive education courses with international content; • Number of business persons taking these courses.
<p>Objective 6: Academic Outreach</p>	<p>Faculty Development events:</p> <ul style="list-style-type: none"> • Number of business, language, and K-12 faculty development events organized and cosponsored; • Number of faculty participating in these workshops or institutes; • World areas, disciplines, and languages addressed in these programs; <p>Doctoral Student Development events</p> <ul style="list-style-type: none"> • Number of business, language, and K-12 doctoral student development events organized and cosponsored; • Number of doctoral students participating in these workshops or institutes; • World areas, disciplines, and languages addressed in these programs; <p>Faculty Development programs</p> <ul style="list-style-type: none"> • Number of business, languages, and K-12 faculty development programs held in the U.S. or abroad; • Number of business, language, and K-12 faculty participants in these programs; • World areas, disciplines, and languages addressed in these programs; <p>Doctoral Student Development programs</p> <ul style="list-style-type: none"> • Number of business, language, and K-12 doctoral student development programs held in the U.S. or abroad; • Number of business and language doctoral student participants in these programs; • World areas, disciplines, and languages addressed in these programs;
<p>Objective 7: Development & Dissemination of Teaching & Resource Materials in International Business & Languages</p>	<ul style="list-style-type: none"> • Number of outreach activities including resource materials, books, journals, online resources; • Number of educators, and students utilizing these activities measured by number of publications distributed, number of institutions receiving resources, number of Academy of International Business participants.
<p>Objective 8: Development of Overseas Linkages</p>	<ul style="list-style-type: none"> • Number of active linkages with foreign educational institutions and businesses; • Number of scholars and students traveling to and from these partners; • Number of joint programs, including internships and study tours, carried out with these foreign partner institutions; • Number of students enrolled in these programs; • Number of courses offered through these foreign partner institutions; • Number of students enrolled in these courses.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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Exhibit 25
GEORGIA STATE UNIVERSITY
CENTER FOR INTERNATIONAL BUSINESS EDUCATION AND RESEARCH

Detailed Budget for Proposed Projects and Administration																											
		2014-15		2015-16		2016-17		2013-14		Salary Base	Increase Factor	Fed	GSU	Tot	Fringe Year 1	Year 2	Year 3	Year 4									
		Federal	GSU	Federal	GSU	Federal	GSU	Federal	GSU																		
Part A: Key Faculty and CIBER Administration																											
Key Project Management Personnel																											
S. Tamer Cavusgil, Executive Director, 45%, AN			142,295		146,564		150,961		155,490	307000	1.03	0%	45%	45%	29.90%	29.90%	29.90%	29.90%									
Dawn Foster, Managing Director, 100%, AN		37,500	37,500	38,625	38,625	39,784	39,784	40,978	40,978	75000	1.03	50%	50%	100%	29.90%	29.90%	29.90%	29.90%									
H. Fenwick Huss, Dean, Robinson College of Business, 5%, AN			14,664		15,104		15,557		16,024	284745	1.03	0%	5%	5%	29.90%	29.90%	29.90%	29.90%									
Daniel Bello, Director, Research Initiatives, 15% AY			37,418		38,541		39,697		40,888	242190	1.03	0%	15%	15%	29.90%	29.90%	29.90%	29.90%									
William Nichols, Director, Business Languages, 15% AN			13,159		13,554		13,961		14,380	85170	1.03	0%	15%	15%	29.90%	29.90%	29.90%	29.90%									
German Torres, Coordinator, Less Commonly Taught Languages, 15% AN			9,727		10,019		10,320		10,630	62960	1.03	0%	15%	15%	29.90%	29.90%	29.90%	29.90%									
Ihsen Ketata, Coordinator of French and Arabic Sections of BUSA 3000, 20% AN			7,725		7,957		8,196		8,442	37500	1.03	0%	20%	20%	29.90%	29.90%	29.90%	29.90%									
Paula Huntley, Study Abroad Coordinator, 25%, AN			13,957		14,376		14,807		15,251	54203	1.03	0%	25%	25%	29.90%	29.90%	29.90%	29.90%									
Sub-total		37,500	276,445	38,625	284,740	39,784	293,283	40,978	302,083																		
GSU-CIBER Administration																											
Mourad Dakhlil, Coordinator, Business Outreach, 5%, AY			5,892		6,069		6,251		6,439	114400	1.03	5%	0%	5%	29.90%	29.90%	29.90%	29.90%									
Peggy Sherman, Coordinator, Business Outreach, 3%, AY			2,784		2,868		2,954		3,043	90096	1.03	3%	0%	3%	29.90%	29.90%	29.90%	29.90%									
Jacobus Boers, Coordinator, Curriculum & Instructional Technology, 5% AY			3,569		3,676		3,786		3,900	69300	1.03	5%	0%	5%	29.90%	29.90%	29.90%	29.90%									
TBD, Systems Analyst, 50%, AN			10,558	10,558	10,875	11,201	11,201	11,537	11,537	41000	1.03	25%	25%	50%	29.90%	29.90%	29.90%	29.90%									
Marta White, Coordinator for Student Activities and Competitions, 2%, AY			1,889		1,946		2,004		2,064	91684	1.03	2%	0%	2%	29.90%	29.90%	29.90%	29.90%									
Graduate Assistant @ 50%, AY			6,000		6,000		6,000		6,000	12000		50%	0%	50%	1.40%	1.40%	1.40%	1.40%									
Graduate Assistant @ 100%, AY			6,000	6,000	6,000	6,000	6,000	6,000	6,000	12000		50%	50%	100%	1.40%	1.40%	1.40%	1.40%									
Student Assistants: 1,500 hours @ \$8.00/hour			12,000		12,000		12,000		12,000	12000		100%	0%	100%	0.00%	0.00%	0.00%	0.00%									
Sub-total		48,692	16,558	49,434	16,875	50,196	17,201	50,983	17,537																		
GSU-CIBER Project Personnel																											
1. Interdisciplinary Programs in Business, Foreign Language, International Studies and Professional Curricula																											
1a. National Project for Articulating the Core Body of Knowledge for the Introductory course in International Business and Resource Dissemination																											
Professor M. White, \$4,000 curriculum development grant fixed amount or 5% of academic year salary		2,000				2,000				4000		50%	50%	100%	29.90%	29.90%	29.90%	29.90%									
1b. Undergraduate Curriculum Internationalization and Enrichment																											
Professor M. Dakhlil, \$2,250 curriculum development grant fixed amount or 2% of annual salary		2,250								2250					29.90%	29.90%	29.90%	29.90%									
Professor M. White, \$1,500 curriculum development grant fixed amount or 2% of academic year salary				1,500		1,500		1,500		4500					29.90%	29.90%	29.90%	29.90%									
1c. Business Language Curriculum Enrichment																											
Professor F. Doria, \$1,500 curriculum development grant fixed amount or 2% of academic year salary		1,500		1,500		1,500		1,500		6000					29.90%	29.90%	29.90%	29.90%									
Professor I. Ketata, \$1,500 curriculum development grant fixed amount or 2% of academic year salary		1,500		1,500		1,500		1,500		6000					29.90%	29.90%	29.90%	29.90%									
Professor L.A. Liu, \$1,500 curriculum development grant fixed amount or 2% of academic year salary		1,500		1,500		1,500		1,500		6000					29.90%	29.90%	29.90%	29.90%									
Professor R. Huff, \$1,500 curriculum development grant fixed amount or 2% of academic year salary		1,500		1,500		1,500		1,500		6000					29.90%	29.90%	29.90%	29.90%									
Professor M. D'Arenzo, \$1,500 curriculum development grant fixed amount or 2% of academic year salary		1,500		1,500		1,500		1,500		6000					29.90%	29.90%	29.90%	29.90%									

Exhibit 25
GEORGIA STATE UNIVERSITY
CENTER FOR INTERNATIONAL BUSINESS EDUCATION AND RESEARCH

Detailed Budget for Proposed Projects and Administration																	
	2014-15		2015-16		2016-17		2013-14		Salary Base	Increase Factor	Fed	GSU	Tot	Fringe			
	Federal	GSU	Federal	GSU	Federal	GSU	Federal	GSU						Year 1	Year 2	Year 3	Year 4
1d. Graduate Curriculum Internationalization and Enrichment																	
Professor R. Phillips, Assoc. Dean, Robinson College of Business, 3% AN		9,596		9,884		10,181		10,486	310542	1.03	0%	3%	3%	29.90%	29.90%	29.90%	29.90%
Professor T. Nelson, \$1,500 curriculum development grant fixed amount or 2% of academic year salary	1,500		1,500						3000	1.03				29.90%	29.90%	29.90%	29.90%
Professor H. Kim, \$1,500 curriculum development grant fixed amount or 2% of academic year salary					1,500				1500	1.03				29.90%	29.90%	29.90%	29.90%
Professor J. Boers, \$1,500 curriculum development grant fixed amount or 2% of academic year salary			1,500		1,500		1,500		4500	1.03				29.90%	29.90%	29.90%	29.90%
Professor S. Nifadkar, \$1,500 curriculum development grant fixed amount or 2% of academic year salary	1,500								1500	1.03				29.90%	29.90%	29.90%	29.90%
1e. Executive Doctorate in Business																	
L. Mathiassen, Director, 2% AY		4,667		4,807		4,951		5,100	226547	1.03	0%	2%	3%	29.90%	29.90%	29.90%	29.90%
M. Kalnitz, Associate Director, 2% AY		2,207		2,273		2,341		2,411	107143	1.03	0%	2%	3%	29.90%	29.90%	29.90%	29.90%
1f. New Doctoral Courses in International Business																	
L. A. Liu, \$1,500 curriculum development grant fixed amount or 2% of academic year salary			1,500						1500	1.03				29.90%	29.90%	29.90%	29.90%
1g. Interdisciplinary Study Abroad Courses																	
S. Powers \$2,000 program development grant fixed amount	2,000		2,000		2,000		2,000		8000	1.03				29.90%	29.90%	29.90%	29.90%
P. Carrillo program development @ 2% AN		1,501		1,546		1,592		1,640	72870	1.03	0%	2%	2%	29.90%	29.90%	29.90%	29.90%
S. Eroglu \$1,500 curriculum development grant fixed amount or 2% of academic year salary	1,500		1,500		1,500		1,500		6000	1.03				29.90%	29.90%	29.90%	29.90%
1h. Development of International Internships for Students																	
J. Aldrich, \$1,500 curriculum development grant fixed amount or 2% of academic year salary	1,500		1,500						3000	1.03				29.90%	29.90%	29.90%	29.90%
S. Conroy, \$1,500 curriculum development grant fixed amount or 2% of academic year salary	1,500		1,500		1,500		1,500		6000	1.03				29.90%	29.90%	29.90%	29.90%
1i. Co-Curricular Activities to Enrich Student Experiences																	
H. Housley program development @ 2% AN		1,854		1,910		1,967		2,026	90000	1.03	0%	2%	3%	29.90%	29.90%	29.90%	29.90%
R. Gemmell, Director, Herman J. Russell Intl Center for Entrepreneurship, 2% AY		2,142		2,206		2,272		2,340	104000	1.03	0%	2%	4%	29.90%	29.90%	29.90%	29.90%
2. Less Commonly Taught Languages and Interdisciplinary Programs for Foreign Language and International Studies Faculty & Advanced Students																	
2a. Language Resource Center for Less Commonly Taught Languages																	
LCTL Center Coordinator./ Instructional Technologies Specialist (TBD), 50% AN shared between the Federal and GSU	2,719	8,611	2,801	8,869	2,885	9,135	2,971	9,409	22000	1.03	12%	38%	50%	29.90%	29.90%	29.90%	29.90%
2e. Business Arabic Program																	
Business Arabic Instructor (TBD), 50% AN appointment			4,635	4,635	4,774	4,774	4,917	4,917	18000	1.03	25%	25%	50%	29.90%	29.90%	29.90%	29.90%
2l. Joint Five Year International Business and International Studies/Foreign Language Degree Programs																	
C. Manning, \$1,500 curriculum development grant fixed amount or 2% of academic year salary	1,500		1,500		1,500		1,500		6000	1.03				29.90%	29.90%	29.90%	29.90%
2m. Faculty Development Grant Program																	
Grants awarded on a competitive basis to business, language, and area studies faculty; awards vary in size and are paid as summer salary	4,500	9,000	4,500	9,000	4,500	9,000	4,500	9,000	54000					29.90%	29.90%	29.90%	29.90%
2n. Staff Development Grants																	
Grants awarded on a competitive basis; awards vary in size and are paid as summer salary	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	20000					29.90%	29.90%	29.90%	29.90%
2o. Orientation program for first-time study abroad faculty																	
J. Billedeaux, \$1,500 curriculum development grant fixed amount	1,500		1,500		1,500		1,500		6000					29.90%	29.90%	29.90%	29.90%

Exhibit 25
GEORGIA STATE UNIVERSITY
CENTER FOR INTERNATIONAL BUSINESS EDUCATION AND RESEARCH

Detailed Budget for Proposed Projects and Administration													
	2014-15		2015-16		2016-17		2013-14		Salary	Increase		Fringe	
	Federal	GSU	Federal	GSU	Federal	GSU	Federal	GSU	Base	Factor	Fed	GSU	Tot
												Year 1	Year 2
												Year 3	Year 4
2p. International Centers of Excellence Initiatives													
P. Prime, \$1,250 program development fixed grant or 3% of academic year salary	1,250		1,250		1,250		1,250		5000	1.03		29.90%	29.90%
J. McCoy, \$1,250 program development fixed grant or 3% of academic year salary	1,250		1,250		1,250		1,250		5000	1.03		29.90%	29.90%
L. Teel, \$1,250 program development fixed grant or 3% of academic year salary	1,250		1,250		1,250		1,250		5000	1.03		29.90%	29.90%
K. Reimann, \$1,250 program development fixed grant or 3% of academic year salary	1,250		1,250		1,250		1,250		5000	1.03		29.90%	29.90%
J. Juergensmeyer, \$1,250 program development fixed grant or 3% of academic year salary	1,250		1,250		1,250		1,250		5000	1.03		29.90%	29.90%
3. Collaboration with Educational Institutions, Associations, and Businesses													
3e. Atlanta Consular Corps and Bi-National Chambers of Commerce Alliance for International Business													
F. Doria, \$1,250 program development fixed grant or 3% of academic year salary	1,250		1,250		1,250		1,250		5000	1.03		29.90%	29.90%
3f. Collaboration with Major Businesses in the Region													
C. Suzman program development @ 2% AN		824		849		874		900	40000	1.03	2%	29.90%	29.90%
D. Bello program development @ 2% AY		4,989		5,139		5,293		5,452	242190	1.03	2%	29.90%	29.90%
4. Research on International Competitiveness													
4b. GSU-CIBER Research on Emerging Market Risk Index (EMRI)													
C. Brown, \$2,000 research grant fixed amount or 5% of academic year salary		2,000		2,000		2,000		2,000	8000	1.03		29.90%	29.90%
4c. Co-sponsorship of Competitiveness Conferences													
W. Bogner research activity @ 2% AN		3,369		3,470		3,574		3,681	163530	1.03	2%	29.90%	29.90%
4d. Faculty Research Fund													
10 grant/year, \$4,000/research grant fixed amount	8,000	32,000	8,000	32,000	8,000	32,000	8,000	32,000	160000	1.03		29.90%	29.90%
5. Programs to Develop International Expertise of Business Executives and Other Professionals													
5c. Global Business Ethics													
S. Olson program development @ 3% AN		3,029		3,120		3,214		3,310	98010	1.03	3%	29.90%	29.90%
5d. Global Business Leadership Forum													
J. Boers program development @ 3% AN		2,141		2,205		2,271		2,339	69300	1.03	3%	29.90%	29.90%
5e. Global Executive Leadership Conference													
M. Dakhl program development @ 2% AN		2,357		2,428		2,501		2,576	114400	1.03	2%	29.90%	29.90%
5f. U.S. Latin America Trade (USLAT) Project													
F. Doria, program development 3% AY	1,984		2,044		2,105		2,168		64192	1.03	3%	29.90%	29.90%
5g. Global Public Health Education and Research													
A. Sumner, program development 3% AN		4,568		4,705		4,846		4,991	147840	1.03	3%	29.90%	29.90%
6. Academic Outreach													
6c. Conference on the Middle Class Phenomenon in Emerging Markets													
L. Marsh, \$1,500 development fixed grant amount	1,500		1,500		1,500		1,500		6,000	1.03		29.90%	29.90%
H. Li, \$1,500 development fixed grant amount	1,500		1,500		1,500		1,500		6,000	1.03		29.90%	29.90%
6g. Outreach to K-12 and College Faculty on globalization and Contemporary International Trade Issues													
G. Benson program development @ 3% AN	4,147		4,271		4,399		4,531		134212	1.03	3%	29.90%	29.90%
Sub-total	58,600	97,355	62,251	103,546	61,663	105,286	58,587	107,079					
Personnel Total	144,792	390,358	150,310	405,161	151,643	415,770	150,548	426,699					

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GEORGIA STATE UNIVERSITY
CENTER FOR INTERNATIONAL BUSINESS EDUCATION AND RESEARCH

Detailed Budget for Proposed Projects and Administration																	
	2014-15		2015-16		2016-17		2013-14		Salary Base	Increase Factor	Fed	GSU	Tot	Fringe Year 1	Year 2	Year 3	Year 4
	Federal	GSU	Federal	GSU	Federal	GSU	Federal	GSU									
Fringe Benefits																	
I. Administrative Staff																	
S. Tamer Cavusgil, Executive Director, 45%, AN		42,546		43,823		45,137		46,492	307000	1.03	0%	45%	45%	29.90%	29.90%	29.90%	29.90%
Dawn Foster, Managing Director, 100%, AN	11,213	11,213	11,549	11,549	11,895	11,895	12,252	12,252	75000	1.03	50%	50%	100%	29.90%	29.90%	29.90%	29.90%
H. Fenwick Huss, Dean, Robinson College of Business, 5%, AN		4,385		4,516		4,652		4,791	284745	1.03	0%	5%	5%	29.90%	29.90%	29.90%	29.90%
Daniel Bello, Director, Research Initiatives, 15% AY		11,188		11,524		11,869		12,226	234000	1.03	0%	20%	20%	29.90%	29.90%	29.90%	29.90%
William Nichols, Director, Business Languages, 15% AN		3,935		4,053		4,174		4,300	85170	1.03	0%	20%	20%	29.90%	29.90%	29.90%	29.90%
German Torres, Coordinator, Less Commonly Taught Languages, 15% AN		2,908		2,996		3,086		3,178	62960	1.03	0%	20%	20%	29.90%	29.90%	29.90%	29.90%
Insen Ketata, Coordinator of French and Arabic Sections of BUSA 3000, 20% AN		2,310		2,379		2,451		2,524	37500	1.03	0%	20%	20%	29.90%	29.90%	29.90%	29.90%
Paula Huntley, Study Abroad Coordinator, 25%, AN		4,173		4,298		4,427		4,560	54203	1.03	0%	25%	25%	29.90%	29.90%	29.90%	29.90%
Mourad Dakhlil, Coordinator, Business Outreach, 5%, AY	1,762		1,815		1,869		1,925		110000	1.03	5%	0%	5%	29.90%	29.90%	29.90%	29.90%
Jacobus Boers, Coordinator, Curriculum & Instructional Technology, 5% AY	1,067		1,099		1,132		1,166		63000	1.03	5%	10%	30%	29.90%	29.90%	29.90%	29.90%
Peggy Sherman, Coordinator, Business Outreach, 3%, AY	832		858		883		910		90096	1.03	10%	0%	10%	29.90%	29.90%	29.90%	29.90%
Marta White, Coordinator for Student Activities and Competitions, 2%, AY	565		582		599		617		91684	1.03	10%	0%	10%	29.90%	29.90%	29.90%	29.90%
TBD, Systems Analyst, 50%, AN	3,157	3,157	3,252	3,252	3,349	3,349	3,450	3,450	41000	1.03	25%	25%	50%	29.90%	29.90%	29.90%	29.90%
II. Project Level of Effort as % Annual Compensation (Identified by Project #)																	
1d. Professor R. Phillips, Assoc. Dean, RCB, 3% AN		2,869		2,955		3,044		3,135						29.90%	29.90%	29.90%	29.90%
1e. L. Mathiassen, Director, 3% AN		1,395		1,437		1,480		1,525						29.90%	29.90%	29.90%	29.90%
M. Kalnitz, Associate Director, 3% AN		660		680		700		721						29.90%	29.90%	29.90%	29.90%
1g. P. Carrillo program development @ 2% AN		449		462		476		490						29.90%	29.90%	29.90%	29.90%
H. Housley program development @ 3% AN		554		571		588		606						29.90%	29.90%	29.90%	29.90%
R. Gemmell, Director, Herman J. Russell Int'l Center for Entrepreneurship, 4% AY		640		660		679		700						29.90%	29.90%	29.90%	29.90%
2a. LCTL Center Coord./Instructional Technologies Specialist (TBD), 50% AN	813	2,575	837	2,652	862	2,731	888	2,813						29.90%	29.90%	29.90%	29.90%
3f. C. Suzman program development @ 3% AN		246		254		261		269						29.90%	29.90%	29.90%	29.90%
D. Bello program development @ 3% AY		1,492		1,537		1,583		1,630						29.90%	29.90%	29.90%	29.90%
4c. W. Bogner research activity @ 3% AN		1,007		1,038		1,069		1,101						29.90%	29.90%	29.90%	29.90%
5c. S.D. Olson program development @ 5% AN		906		933		961		990						29.90%	29.90%	29.90%	29.90%
5d. J. Boers program development @3% AN		640		659		679		699						29.90%	29.90%	29.90%	29.90%
5e. M. Dakhlil program development @3% AN		705		726		748		770						29.90%	29.90%	29.90%	29.90%
5g. A. Sumner, program development 5% AN		1,366		1,407		1,449		1,492						29.90%	29.90%	29.90%	29.90%
6g. G. Benson program development @ 5% AN	1,240		1,277		1,315		1,355							29.90%	29.90%	29.90%	29.90%

Exhibit 25
GEORGIA STATE UNIVERSITY
CENTER FOR INTERNATIONAL BUSINESS EDUCATION AND RESEARCH

Detailed Budget for Proposed Projects and Administration																	
	2014-15		2015-16		2016-17		2013-14		Salary Base	Increase Factor	Fed	GSU	Tot	Fringe Year 1	Year 2	Year 3	Year 4
	Federal	GSU	Federal	GSU	Federal	GSU	Federal	GSU									
II. Project Level of Effort as Fixed Annual Grant (Identified by Project #)																	
1a. Professor M. White, \$4,500 curriculum development grant fixed amount	598				598									29.90%	29.90%	29.90%	29.90%
1b. Professor M. Dakhli, \$4,500 curriculum development grant fixed amount	673													29.90%	29.90%	29.90%	29.90%
Professor M. White, \$3,000 curriculum development grant fixed amount			449		449		449							29.90%	29.90%	29.90%	29.90%
1c. Professor F. Doria, \$2,500 curriculum development grant fixed amount	449		449		449		449							29.90%	29.90%	29.90%	29.90%
Professor I. Ketata, \$3,500 curriculum development grant fixed amount	449		449		449		449							29.90%	29.90%	29.90%	29.90%
Professor L.A. Liu, \$3,500 curriculum development grant fixed amount or 4% of academic year salary	449		449		449		449							29.90%	29.90%	29.90%	29.90%
Professor R. Huff, \$3,500 curriculum development grant fixed amount or 4% of academic year salary	449		449		449		449							29.90%	29.90%	29.90%	29.90%
Professor M. D'Arienzo, \$3,500 curriculum development grant fixed amount or 4% of academic year salary	449		449		449		449							29.90%	29.90%	29.90%	29.90%
1d. Professor R. Phillips, Assoc. Dean, Robinson College of Business, 3% AN		2,869		2,955		3,044		3,135						29.90%	29.90%	29.90%	29.90%
Professor T. Nelson, \$3,500 curriculum development grant fixed amount or 3% of academic year salary	449		449											29.90%	29.90%	29.90%	29.90%
Professor H. Kim, \$3,500 curriculum development grant fixed amount or 3 of academic year salary					449									29.90%	29.90%	29.90%	29.90%
Professor J. Boers, \$3,500 curriculum development grant fixed amount or 3 of academic year salary			449		449		449							29.90%	29.90%	29.90%	29.90%
Professor S. Nladkar, \$3,500 curriculum development grant fixed amount or 3% of academic year salary	449													29.90%	29.90%	29.90%	29.90%
1f. L. A. Liu, \$3,500 curriculum development grant fixed amount			449											29.90%	29.90%	29.90%	29.90%
1g. S. Powers \$5,000 program development grant fixed amount	598		598		598		598							29.90%	29.90%	29.90%	29.90%
S. Eroglu \$3,500 program development fixed grant amount	449		449		449		449							29.90%	29.90%	29.90%	29.90%
1h. J. Aldrich, \$3,500 program development grant fixed amount or 3% of annual salary	449		449											29.90%	29.90%	29.90%	29.90%
S. Conroy, \$3,500 program development grant fixed amount or 3% of annual salary	449		449		449		449							29.90%	29.90%	29.90%	29.90%
2i. C. Manning, \$3,500 program development fixed grant amount	449		449		449		449							29.90%	29.90%	29.90%	29.90%
2m. Grants awarded on a competitive basis; awards vary in size and are paid as summer salary	748	748	748	748	748	748	748	748						29.90%	29.90%	29.90%	29.90%
2o. J. Billetteau, \$3,500 program development fixed grant amount	449		449		449		449							29.90%	29.90%	29.90%	29.90%
2p. P. Prime, \$2,500 program development fixed grant or 4% of academic year salary	374		374		374		374							29.90%	29.90%	29.90%	29.90%
J. McCoy, \$2,500 program development fixed grant or 4% of academic year salary	374		374		374		374							29.90%	29.90%	29.90%	29.90%
L. Teel, \$2,500 program development fixed grant	374		374		374		374							29.90%	29.90%	29.90%	29.90%
K. Reimann, \$2,500 program development fixed grant or 4% of academic year salary	374		374		374		374							29.90%	29.90%	29.90%	29.90%
J. Juergensmeyer, \$2,500 program development fixed grant or 4% of academic year salary	374		374		374		374							29.90%	29.90%	29.90%	29.90%
3e. F. Doria, \$2,500 program development fixed grant amount AY	374		374		374		374							29.90%	29.90%	29.90%	29.90%
4b. C. Brown, \$4,000 research grant fixed amount		598		598		598		598						29.90%	29.90%	29.90%	29.90%
6c. L. Marsh, \$3,500 development fixed grant amount	449		449		449		449							29.90%	29.90%	29.90%	29.90%
H. Li, \$3,500 development fixed grant amount	449		449		449		449							29.90%	29.90%	29.90%	29.90%
III. Project Level of Effort as a % of Academic Year Salary																	
2e. Business Arabic Instructor 50% AY			1,386		1,427		1,470							29.90%	29.90%	29.90%	29.90%
3f. D. Bello program development @ 3% AY		1,492		1,537		1,583		1,630						29.90%	29.90%	29.90%	29.90%
5f. F. Doria, program development 5% AY		593		611		629		648						29.90%	29.90%	29.90%	29.90%
Sub-total	31,796	107,619	33,429	110,810	33,805	114,090	33,460	117,473									
Part A Sub-total	176,588	497,977	183,739	515,971	185,448	529,860	184,008	544,172									

Exhibit 25
GEORGIA STATE UNIVERSITY
CENTER FOR INTERNATIONAL BUSINESS EDUCATION AND RESEARCH

Detailed Budget for Proposed Projects and Administration										Salary Base	Increase Factor	Fed	GSU	Tot	Fringe Year 1	Year 2	Year 3	Year 4
		2014-15		2015-16		2016-17		2013-14										
		Federal	GSU	Federal	GSU	Federal	GSU	Federal	GSU									
PART B: DIRECT COSTS																		
Travel																		
Administrative Travel																		
Domestic or Foreign Travel: Occasional trips by CIBER personnel to conduct conferences, workshops, and to participate in CIBER Directors meetings		4,500	17,000	4,500	17,000	4,500	17,000	4,500	17,000		1							
Project Travel																		
Project 1a. Articulation of Core Body of Knowledge for IB Course																		
Travel support for regional travel, travel grants 5 @ \$350 each		1,750		1,750		1,750		1,750		350	5							
Project 1h. Development of International Internships for Students																		
Travel support for faculty; program development grants @ \$1,500 each		1,500		1,500		1,500		1,500		1500	1							
Project 1i. Co-Curricular Activities to Enrich Student Experiences																		
Travel grants to members of student groups to attend conferences/leadership workshops, etc., 8 @ \$300		2,400		2,400		2,400		2,400		300	8							
Project 2a. Resource Center for LCTLs																		
Domestic travel grants for language faculty to attend Business Language Conferences programs, 4 @ \$400		1,600		1,600		1,600		1,600		400	4							
Project 2h. Business Foreign Language Workshops																		
Domestic travel grants for language faculty to attend Business Language workshop, 2 @ \$400		800		800		800		800		400	2							
Project 2n. Language Faculty Development/Travel Grant Fund/Grad. Assistantship																		
Domestic and foreign travel; varying amounts to attend professional meetings		2,500		2,500		2,500		2,500		2500	1							
Project 2p. International Centers of Excellence Initiatives																		
Domestic and foreign travel, varying amounts for program development		2,800		2,800		2,800		2,800										
Project 3a. Southeast U.S. Higher Education Consortium for Int'l Business																		
Domestic travel grants, 6 @ \$300		1,800		1,800		1,800		1,800		300	6							
Project 3b. Minority Serving Institution Consortium																		
Faculty and staff grants (recipients TBD), 30/year, \$2000 each			60,000		60,000		60,000		60,000	2000	30							
Project 3d. Training and advisory support on exporting and Int'l Trade																		
Domestic travel; varying amounts to provide training		1,800		1,800		1,800		1,800		1800	1							
Project 3f. Collaboration with Major Businesses in the Region																		
Domestic travel grants, 8 @ \$60		480		480		480		480		60	8							
Project 4d. Faculty/Doctoral Student Research Fund																		
Domestic and foreign travel support; 7 awards @ \$400		2,800		2,800		2,800		2,800		400	7							
Project 4e. Consortium for International Marketing Research (CIMaR)																		
Domestic and foreign travel support; 2 faculty @ \$800		1,600		1,600		1,600		800	800	800	2							
Project 5a. Periodic workshops and seminars to disseminate Emerging Market Risk Index (EMRI) findings																		
Domestic travel support, 3 faculty @ \$400		1,200		1,200		1,200		1,200		400	3							
Project 5f. U.S.-Latin America Trade (USLAT) Technical Assistance																		
Foreign travel support; 4 trips @ \$1,200			1,200		1,200		1,200		1,200	1200	1							
Project 5i. Conference on Expatriate Workforce and Business Environment in the Gulf Countries																		
Travel support for key conference participants; 3 trips @ \$1,200								3,600		1200	3							
Project 6b. Southeast U.S. Higher Education Consortium for International Business																		
Travel grants to faculty from Minority serving Institutions, 5 grants @ 400		2,000		2,000		2,000		2,000		400	5							

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CENTER FOR INTERNATIONAL BUSINESS EDUCATION AND RESEARCH

Detailed Budget for Proposed Projects and Administration												Salary Base	Increase Factor	Fed	GSU	Tot	Fringe Year 1	Year 2	Year 3	Year 4
2014-15		2015-16		2016-17		2013-14														
Federal	GSU	Federal	GSU	Federal	GSU	Federal	GSU													
Project 6c. GSU-CIBER's Landmark Conference on the Middle Class Phenomenon in Emerging Markets																				
Travel support for key conference participants; 5 trips @ \$400																				
2,000		2,000		2,000		2,000														
Project 6d. International Business Institute for Community College Faculty																				
Travel grants to speakers, 4 grants @ 400																				
		1,600				1,600														
Project 6e. Collaboration with other CIBERs, Comm.Colleges, Prof. Associations																				
Domestic travel by GSU faculty to attend/conduct seminars/workshops, 6 faculty @ \$400																				
2,400		2,400		2,400		1,200	1,200	400		6										
Project 6f. Travel grants to faculty from the Southeast U.S. Higher Education Consortium for faculty development																				
Domestic travel by non-GSU faculty to attend seminars/workshops, in the form of faculty development grants, 12 faculty @ \$400																				
4,800		4,800		4,800		4,800		400		12										
Project 8a. Degree Collaboration with International Partners																				
International travel to partner schools, 6 trips @ \$1,200 each																				
	7,200		7,200		7,200		7,200	1200		6										
Project 8b. Technical Assistance to Overseas Institutions																				
International travel to overseas institutions, 6 trips @ \$1,200 each																				
	7,200		7,200		7,200		7,200	1200		6										
Project 8d. Development of Overseas Linkages																				
Foreign travel support; for GSU faculty to initiate new collaborative partnerships with business and educational institutions; 3 awards @ \$2,000																				
3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	2000		3										
Sub-total																				
41,730	95,600	43,330	95,600	41,730	95,600	44,930	94,600													
Equipment																				
Sub-total																				
Supplies																				
Administrative Supplies																				
Project supplies, copying, long distance telephone, rooms, and rental, and motor pool, etc., for general administration																				
6,000		6,000		6,000		6,000		1												
Project Supplies																				
Project 1a. National Project for Articulating the Core Body of Knowledge for the Introductory Course in International Business and Resource Dissemination																				
Library and learning material acquisitions																				
4,000		3,500		3,000		2,500														
Project 1i. Co-Curricular Activities to Enrich Student Experiences																				
Support for student sponsored events for AV rental, project supplies, copying, long distance telephone, etc.																				
1,400		1,100		1,100		1,100														
Project 2a. Resource Center for LCTLs																				
Library and learning material acquisitions																				
2,500		2,400		2,300		2,200														
Project 2c. Language Learning technologies for LCTLs																				
Acquisition of contemporary teaching materials, software, simulations, resource subscriptions, etc.																				
3,200		3,300		3,400		3,500														
Project 3a. Southeast U.S. Higher Education Consortium for Int'l Business																				
Acquisition of contemporary teaching materials, software, simulations, resource subscriptions, etc.																				
2,300		2,300		2,500		2,700														
Project 3b. Minority Serving Institution Consortium																				
Acquisition of contemporary teaching materials, software, simulations, resource subscriptions, etc.																				
2,300		2,300		2,500		2,700														
Project 4a. Middle Class Scorecard																				
Acquisition and subscriptions to secondary databases																				
1,600		1,600		1,800		1,900														

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CENTER FOR INTERNATIONAL BUSINESS EDUCATION AND RESEARCH

Detailed Budget for Proposed Projects and Administration												
	2014-15		2015-16		2016-17		2013-14		Salary	Increase		Fringe
	Federal	GSU	Federal	GSU	Federal	GSU	Federal	GSU	Base	Factor	Fed	Year 1
												Year 2
												Year 3
												Year 4
Project 4b. Research on Emerging Market Risk Index (EMRI)												
Acquisition and subscriptions to secondary databases	1,600		1,600		1,800		1,900					
Project 6b. Southeast U.S. Higher Education Consortium for International Business												
Supplies for various workshops, copying, teaching materials	2,200		2,200		2,200		2,200					
Project 6c. GSU-CIBER's Landmark Conference on the Middle Class Phenomenon in Emerging Markets												
Materials for conference: facilities, supplies, transportation	4,000		4,000		4,200		4,200		400	6		
Project 7e. International Business Media Library												
Acquisition of multimedia resources for teaching international business	2,400		1,600		1,600		1,600					
Other GSU-CIBER Dissemination Projects												
Specialized software	1,800		1,600		2,200		1,800					
Project supplies, photocopying, long distance telephone, postage, and related expenses to support all GSU-CIBER projects	2,200		2,200		2,200		2,200					
Subscriptions to key international business and foreign language periodicals and web resources including Global Atlanta and STATUSA	2,400		1,300		1,500		1,600					
Sub-total	39,900		37,000		38,300		38,100					
Other												
Personnel												
External Evaluations: Professional service fee for one external evaluator each year @ \$1,000/day, including travel @ \$400, lodging \$120/day, per diem @ \$40/day, for 3 days	3,000		3,000		3,000		3,000			1		
Project Related: (Various Projects) Collaboration with other CIBERs, Community Colleges, and Professional Associations												
Program assistance with co-sponsored projects (for example registration fees, planning, publicity); average of 4 programs @ \$2,000	8,000		8,000		8,000		8,000		2000	4		
Projects 7a through 7e. Development and dissemination of online course modules, teaching resources, Interactive Learning Modules; Web-Interactive Foreign Language Instruction	3,000		3,000		3,000		3,000		3000	1		
Acquisition of specialized application software and other materials												
Academic Outreach Events												
Visiting lecturers: partial support for lodging, per diem, travel, and professional service fees; 6 @ 1,200	7,200		7,200		7,200		6,000	1,200	1200	6		
Project 3a. Southeast U.S. Higher Education Consortium for International Business												
National District Export Council (NDEC); \$500 for sponsorship and \$500 travel to participate in the annual NDEC meeting	1,000		1,000		1,000		1,000					
Grants to non-GSU faculty from consortium institutions, awarded competitively, to fund specific internationalization initiatives; 6 @ \$1,500	9,000		9,000		9,000		9,000		1500	6		
Project 6d. Co-Sponsorship of International Business Institute for Community College Faculty			2,000				2,000					
Project 6e. Co-sponsorship/Collaboration of Faculty Development Program	2,000		2,000		2,000		2,000					
Project 6h. Webcasts of Major International Business and International Georgia and Major International Business and International Studies Conferences and Seminars												
Subscription and rental fees	2,100		2,100		2,100		2,100					
Project 7d. GSU-CIBER Publications Program: Dissemination of International Business Publications and CIBER Publications Program												
Copy Editor, personal services fee	1,650		1,650		1,650		1,650		1650	1		
Project 7e. International Business Media Library												
Purchase of new media for teaching international and cross-cultural business; \$600/each	0		4,400		4,200		3,800		600			
All Projects												
Contractual services for GSU-CIBER publications and events, including editing, printing, typesetting, and graphic design	4,500		4,500		4,500		4,500		4500	1.05		
Advisory Council semi-annual meetings; 2 @ \$2,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	2000	2		

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Detailed Budget for Proposed Projects and Administration										Salary Base	Increase Factor	Fed	GSU	Tot	Fringe Year 1	Year 2	Year 3	Year 4
		2014-15		2015-16		2016-17		2013-14										
		Federal	GSU	Federal	GSU	Federal	GSU	Federal	GSU									
Sub-total		42,450	1,000	48,850	1,000	46,650	1,000	47,050	2,200									
Part B Sub-total		124,080	96,600	129,180	96,600	126,680	96,600	130,080	96,800									
Part C: Total of All Projects and CIBER Administration																		
a. Personnel		144,792	390,358	150,310	405,161	151,643	415,770	150,548	426,699									
b. Fringe Benefits		31,796	107,619	33,429	110,810	33,805	114,090	33,460	117,473									
c. Travel		41,730	95,600	43,330	95,600	41,730	95,600	44,930	94,600									
d. Equipment																		
e. Supplies		39,900		37,000		38,300		38,100										
f. Contractual																		
g. Construction																		
h. Other		42,450	1,000	48,850	1,000	46,650	1,000	47,050	2,200									
Total, Direct Costs		300,668	594,577	312,919	612,571	312,128	626,460	314,088	640,972									
Total, Indirect Costs @ 8%		24,053	47,566	25,034	49,006	24,970	50,117	25,127	51,278	0.08								
TOTALS		324,721	642,143	337,953	661,577	337,098	676,577	339,215	692,250									
TOTAL GSU-CIBER NATIONAL RESOURCE CENTER			966,864		999,530		1,013,675		1,031,465									
Percent of Federal Contribution to Total Project			34%		34%		33%		33%									

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Georgia State University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	144,792.00	150,310.00	151,643.00	150,548.00		597,293.00
2. Fringe Benefits	31,796.00	33,429.00	33,805.00	33,460.00		132,490.00
3. Travel	41,730.00	43,330.00	41,730.00	44,930.00		171,720.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	39,900.00	37,000.00	38,300.00	38,100.00		153,300.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	42,450.00	48,850.00	46,650.00	47,050.00		185,000.00
9. Total Direct Costs (lines 1-8)	300,668.00	312,919.00	312,128.00	314,088.00		1,239,803.00
10. Indirect Costs*	24,053.00	25,034.00	24,970.00	25,127.00		99,184.00
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	324,721.00	337,953.00	337,098.00	339,215.00		1,338,987.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 2012-07-01-07 To: 2015-06-30-07 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS

The Indirect Cost Rate is 48.00 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	390,358.00	405,161.00	415,770.00	426,699.00		1,637,988.00
2. Fringe Benefits	107,619.00	110,810.00	114,090.00	117,473.00		449,992.00
3. Travel	95,600.00	95,600.00	95,600.00	94,600.00		381,400.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	0.00	0.00	0.00	0.00		0.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	1,000.00	1,000.00	1,000.00	2,200.00		5,200.00
9. Total Direct Costs (lines 1-8)	594,577.00	612,571.00	626,460.00	640,972.00		2,474,580.00
10. Indirect Costs	47,566.00	49,006.00	50,117.00	51,278.00		197,967.00
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	642,143.00	661,577.00	676,577.00	692,250.00		2,672,547.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr	Salih	Tamer	Cavusgil	

Address:

Street1:	35 Broad Street
Street2:	Suite 1420
City:	Atlanta
County:	Fulton
State:	GA: Georgia
Zip Code:	30350
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
404-413-7284	404-413-7276

Email Address:

stcavusgil@gsu.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

--

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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